

# BUSINESS EDUCATION WORLD

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**JANUARY**  
**1951**

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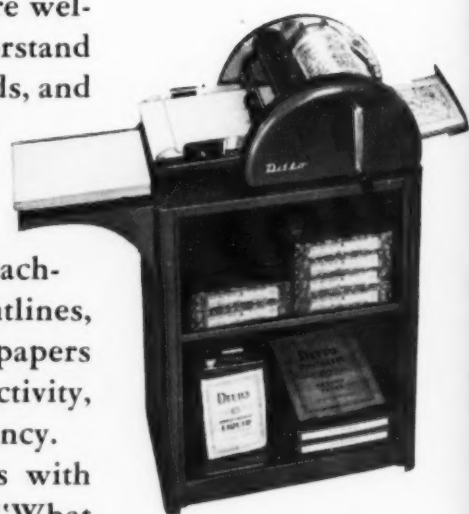
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## BUSINESS SCENE

■ **The Credit Controls** — Government officials are pretty well satisfied with the way their credit-control program is working. They intend to let Regulation W and Regulation X ride "as is."

• **General Results.** The regulations have not put a stop to the expansion of consumer and mortgage credit, nor have they kept prices from rising—except on cars. But the regulations have slowed down the rate of expansion. They have checked the expansion, not stopped it. The all-over effect has been to curtail demand more nearly to supply.

• **Regulation W** (one-third down and 15 months on autos, and one-fourth down and 15 months on appliances) has hurt only a few industries. Most of the injured have been auto dealers, but there is evidence to show that the hardship cases involve only a small percentage of the nation's 46,000 auto dealers. General Motors estimates that its Chevrolet and Pontiac dealers were carrying inventories of only four cars apiece. And just before the 1951 models made their debut, Ford said its dealers' floors were nearly bare.

What happened was that sales sagged immediately after Regulation W was toughened; but they recovered fairly quickly and aren't too far below summer levels. Dealers are learning how to sell again, even making concessions.

• **Regulation X** (down payments on homes) has reduced planned home starts, but credit restrictions are the least of builders' worries. Impending shortages of labor and materials would be reducing planned starts anyhow. Cash doesn't seem to be a problem.

■ **Business Prospects**—Businessmen expect to see their affairs in high order—in gross, that is—in the mid-winter months. Usual winter slack will be less than normal. Reasons:

• **High Government Spending.** The 1951 cash outlay by the Government is sure to rise almost as fast as someone has something to sell to the Government. Expenditures are for both armament and military-house-keeping needs.

• **High Business Spending.** Every businessman is trying to retool for handling his share of war-produc-



PLANNING FOR THE EASTER CONVENTION of the Eastern Business Teachers Association, scheduled for March 21 through March 24 at the Bellevue-Stratford Hotel in Philadelphia, are the pictured officers and board members of the Association: (Front row) Treasurer Rufus Stickney (Boston Clerical School), Vice-President Estelle L. Popham (Hunter College), President Jay W. Miller (Goldey College), Former President Frances D. North (Western High, Baltimore), Secretary Bernard A. Shilt (Supervisor, Buffalo); (back row) Board members Lloyd H. Jacobs (New Jersey State Supervisor), Saul Wolpert (Brooklyn), Mrs. Agnes C. Seavey (Auburn School of Commerce), John L. Rowe (Teachers College, Columbia University), and Elgie Purvis (Strayer College, Washington).

tion orders and yet maintain his civilian production, too. Most businessmen are trying also to build up inventories of their working materials. Orders are flowing in to manufacturers faster than they can handle them—and that includes huge orders from Marshall Plan countries, especially for machinery.

• **High Consumer Spending.** Payrolls are skyrocketing. In December, the Department of Commerce estimated personal incomes as rolling along at a \$228.3 billion-a-year rate. (At the peak of the insurance payments to veterans last March, incomes were only at a \$219.3 billion-a-year rate.) Stout wallets mean good retail sales.

■ **What Businessmen Talk About—**

• **The Color TV Mixup.** Will CBS be able to push through its color system despite the fact that the folks who make the sets don't want the CBS method?

• **The Sick Movies.** Even in towns that do not have television, movie-house owners report a terrific box-office slump. Better movies have been coming along; Government restrictions against building new theaters will curtail the expansion of the drive-in theaters; there was a bright flurry of back-to-the-movies when the Korean troubles began.

But the industry is "sick." Watch for triple-feature shows, watch for more popcorn corners, watch for more color, watch for movie houses that feature televised shows on the big screens, watch for something; for something has to happen, or Good-bye, Movies!

• **The Stars and Bars.** The Stars and Bars are waving in a flurry the like of which Dixie has never seen before, not even in the days of the War between the States. Painted flags chug along on jeeps and jalopies driven by teen-agers. Cloth ones float from auto aerals. Smaller fry sport them on handle bars of their bikes. It's suddenly a big business, and flag manufacturers can hardly keep up with the demand. No one knows what brought it about.

• **Robot Selling.** Automatic merchandising has arrived with a bang, says the National Automatic Merchandising Association. Figures: In 1949, candy sold by machines totaled \$31.5 million — 3.6 per cent of the volume. Between 12 and 15 per cent of cigarettes are sold by vending machines. Coca-Cola machines number 290,000. Biggest advances now are in refrigerated machines selling sandwiches, milk, and ice cream, and in machines that give complete luncheon service.

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## PROFESSIONAL REPORT

## PEOPLE

### ■ Appointments—

• DARYL NICHOLS, D.E. co-ordinator at Leavenworth, Kansas, has been appointed Missouri State Supervisor of Distributive Education. In his new post, Mr. Nichols is assistant to State Director Fran McCreery.

• DR. HOWARD L. BALSLEY, from the University of Utah, has been appointed director of the School of Business of Russell Sage College, Troy, New York.

• LARRY MERCHANT, formerly manager of the Textbook Division of Prentice-Hall and still a consultant to the firm, has become president of the new Pilsbury Publishers, Inc., which he and Hiram N. Rasely (Burdett College) have established for publication of special adult-training courses. The first course will be one on personality development. Offices of the new firm are at 10 West 33rd Street, New York City.

• WILLIAM R. OWENS and SIDNEY J. PARNES have been appointed Field supervisors in Adult Distributive Education in Pennsylvania. Their joining the staff of SAMUEL W. CAPLAN, Pennsylvania Chief of Distributive Education, is the first step in an expanded D.E. service program for the state. Mr. Owen, former D.E. co-ordinator in Pennsylvania and member of the Retailing staff at the University of Buffalo, will teach and supervise programs in the eastern half of the state, with his headquarters at Temple University. Mr. Parnes, who has experience in D.E. instruction for the Pittsburgh Board of Education and Pittsburgh department stores, will serve the western half of the staff, with headquarters at the University of Pittsburgh.

• RAYMOND A. LIGHT, formerly of the Catskill (New York) High School staff, has been appointed New York State Supervisor of Private Business Schools. He succeeds ROY FAIR, who has returned to the active administration of his own school.

• M. GEORGE BASTIANELLO, specialist in tabulating card services and in methods engineering, has left the Statistical Tabulating Company to join Remington Rand as assistant sales manager of its Business Services Department.

### ■ Doctorates—

• BERNADETTE METZLER (Hunter



Bernadette Metzler . . . Movie Finances

College) Ph.D., October 1950, from the New York University Graduate School of Business Administration. Dissertation: "Financial Policies of the Motion Picture Industry." Major advisor: Dr. Jules I. Bogen, professor of finance.

Miss Metzler, we believe, is the first woman to receive the Ph.D. from the N.Y.U. Graduate School of Business Administration.

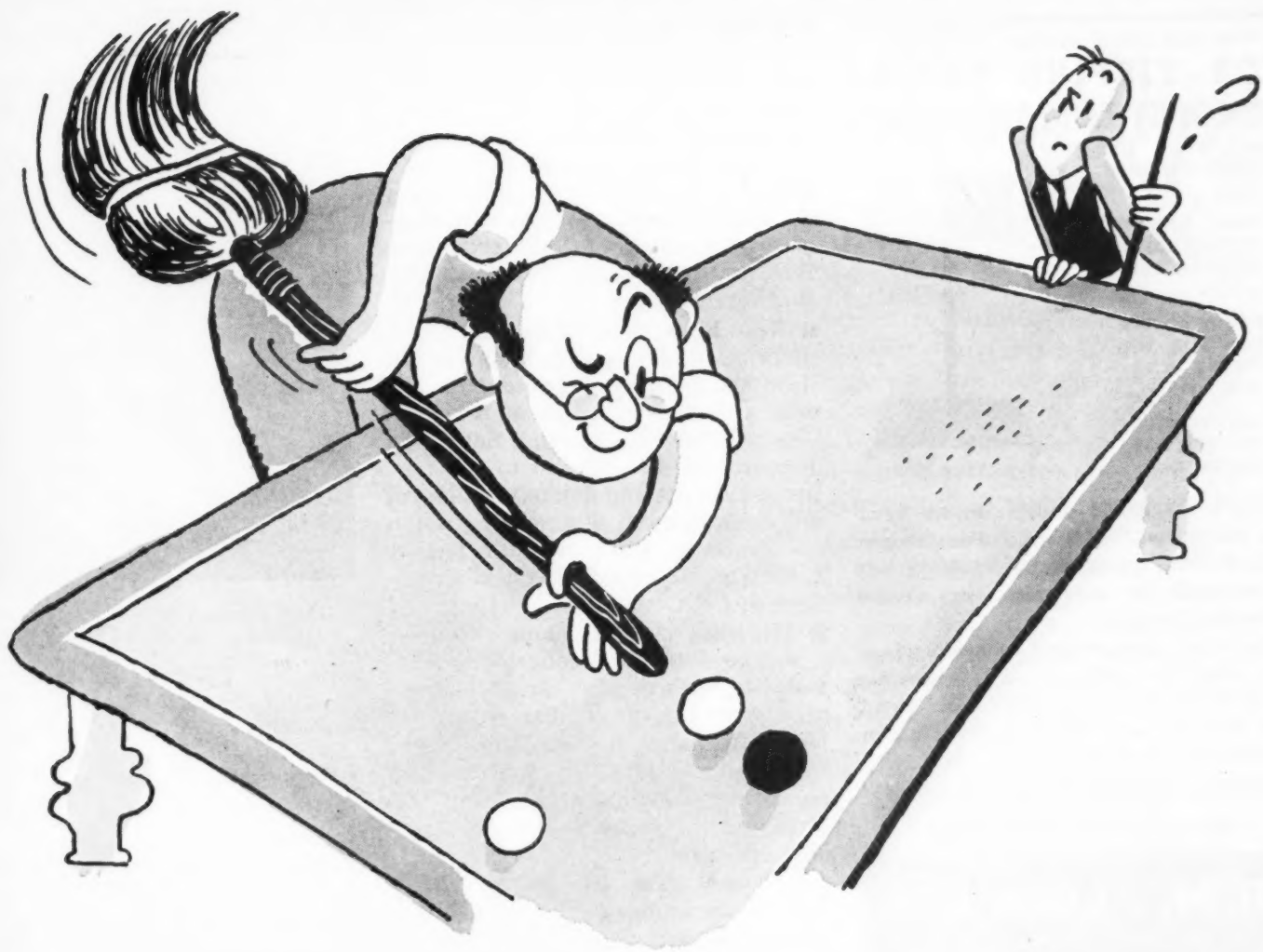
### ■ Retiring, with Honors—

• DR. L. H. DENNIS, for many years executive secretary of the American Vocational Association, retired on December 31. He was honored by the Association at its November 27-December 2 convention in Miami. His nationally prominent post is being filled by Dr. M. D. MOBLEY, director of Vocational Education in Georgia.



90-YEAR-YOUNG Prof. Leonard A. Parke, center, is congratulated by President David L. MacFarlane (Kansas State Teachers College, Emporia) for his 71 years of service to education. Founder of the business-teacher training courses at Emporia in 1908, Prof. Parke headed the department for 21 years and continued teaching in it for 17 more years. E. C. McGill (left) is now department head.





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## GROUPS

■ **New Private School Association**—Just organized is the New York State Association of Registered Private Business Schools, with **WALLACE W. RENSHAW** (Mt. Vernon School of Business) as president.

• *Purposes* of the new group are many: to promote the interests of registered private business schools through co-operative methods and united effort; to maintain and raise standards; to co-operate with the State Department of Education; to adopt and enforce a Code of Ethics; to represent its membership on legislative matters; to support effective public relations; to conduct workshops and to hold conferences; to publish literature and handbooks; to diffuse reliable information to counsellors and principals; and to serve business education.

• *Initial Officers* include, in addition to Mr. Renshaw: **ROY W. PARKER** (Watertown School of Commerce), vice-president; **MILDRED ALLISON** (Monroe School, New York City), recording secretary; **GERTRUDE COX** (Mildred Elley School, Albany), corresponding secretary; **EARLE RID-**

## PROFESSIONAL REPORT

**LEY** (Ridley School, Binghamton), treasurer.

Members of the Board are **JEAN CASTERS** (Jean Summers Business School), **ARTHUR BACKENSTO** (Troy Business College), **WILLIAM RISINGER** (Utica School of Commerce), and **WILLIAM J. VEIGEL** (Central City Business Institute).

■ **New York City CEA**—The Commercial Education Association of New York City will present its annual midwinter Business Show at Central Commercial High School on January 12. In addition to the featured exhibits and demonstrations of office equipment, a panel discussion for teachers will be conducted at 8:00 p.m. **JOSEPH GRUBER** is president of CEA.

### ■ Meetings Come and Gone—

• *The Pitman Teachers Association*, says **PRESIDENT JACK GROSSMAN**, met on December 9 at the Hotel Biltmore, in New York City. Principal feature: a five-handed panel on problems of teaching the slow and the rapid learner in business classes.

• *The Eastern Unit of the CBEA* met on December 8 at Iona College to discuss Future Trends of Curriculum in Business Education. Principal features: address by **CLINTON REED**, state supervisor; and spirited panel discussion.

■ **National Commercial Contest**—Pi Rho Zeta, international fraternity with chapters in a great number of business colleges, has announced its sponsorship of a national commercial contest to be held on May 5, 1951, in Memphis, Tennessee. Stenographers, typists, and students in high schools, business schools, and colleges are being invited to participate.

• *Typewriting*. Timed typewriting tests will include 60-minute professional, 30-minute amateur, 20-minute nonschool novice, 15-minute first-year high school and 15-minute second-year high school, and 15-minute college or university events.

• *Shorthand*. Sponsored locally by the Memphis chapter of the National Secretaries Association will be the following 5-minute takes from standard letter material: 80-word, first-year high school; 100-word, second-year high school, or business school; 120-word, any school year and stenographers; 140-word, professionals.

• *Bookkeeping*. Sponsored by the Psi Gamma (Memphis) chapter of Pi Rho Zeta will be separate book-



Mary Connelly, star of "Teacher Goes to Town," to star in NABTTI play.

keeping contests for first- and for second-year high school students.

• *Contest details* may be obtained from National Contest Chairman, 1168 Poplar Avenue, Memphis 5, Tennessee.

■ **UBEA in Atlantic City**—When the various divisions of the United Business Education Association hold their annual joint convention in Atlantic City on February 15 and 16, one of the big features will be a dramatization of problems in the Supervision of Student Teaching.

• *The program* is a three-scene play starring **MARY CONNELLY** (Boston University) as the critic teacher, **DONALD MULKERNE** (Albany State Teachers College) as the student teacher, and **FLORENCE STRATEMEYER** (Teachers College, Columbia) as the supervising teacher. Directed by **JOHN L. ROWE**, the dramatization comprises the Saturday morning program of the NABTTI division of UBEA.

■ **Association Officers**—The following officerships in state and district business-education associations have been reported to BEW—

• *Southern Illinois*, a new group to organize formally: **ROBERT EASIE**, (Carmi), president; **J. LOCKYEAR** (Benton), vice-president; and **LUCY PARRISH** (Carbondale), secretary.

• *West Virginia*: **VIRGINIA ROBINSON** (Clarksburg), president; **DOROTHY WATSON** (Morgantown), vice-president; **MRS. DORIS BOWERS** (Nitro), secretary-treasurer; and **MRS. IRENE CLARK EVANS** (Huntington), Executive Committee.

• *Also in West Virginia*, a new organization of business teachers, Business Education Division of the West Virginia Association of Higher

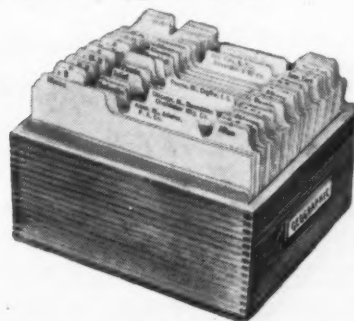


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Marie M. Stewart . . . heads Connecticut BEA

Education, was established on October 26: CLOYD P. ARMBRISTER (Concord College), president; REED DAVIS (West Virginia Tech), vice-president; and NELLIE ELLISON (Concord College), secretary-treasurer.

• *West Virginia Private Schools:* T. B. CAIN (Clarksburg), president—reelected for sixth term; J. E. KIMNACH (Parkersburg), vice-president; MRS. C. F. PRICKETT (Fairmont), secretary-treasurer.

• *Indiana:* HESTER WOOD (Peru), president; MRS. MARGARET ROWE (Howe High School, Indianapolis), vice-president; and THOMAS E. HALSTEAD (Honey Creek High School, Terre Haute), secretary.

• *Northeast Iowa:* HENRIETTE MULLER (Cedar Falls), chairman; and A. HAROLD SCHNEIDER (Dubuque), secretary.

• *Oklahoma:* ALLIE DALE LAMBERT (Will Rogers High School, Oklahoma City), president; NOBA FRENCH (Capitol Hill High School, Oklahoma City), vice-president; and BERYL KORB (Shawnee), secretary-treasurer.

• *Connecticut:* MRS. MARIE M. STEWART (Stonington), president; JOHN H. ALLEN (Bridgeport), vice-president; MARGARET R. CUNNINGHAM (Groton), secretary; and ROBERT P. CUNNINGHAM (Hartford), treasurer. Next meeting: May 12, University of Connecticut, Storrs.

• *Wisconsin:* HERBERT A. SIMON (Appleton), president; KENNETH PETERSON (Neenah), vice-president; MARY ROBEK (Superior), RAY RUPPLE (Waukesha), and RUSSELL J. HOSLER (University of Wisconsin), executive board members; and MARY SWARTHOUT (Whitefish Bay), secretary.

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# BUSINESS EDUCATION WORLD

Volume 31 • Number 5

JANUARY, 1951



**Out of the Book** The author suggests that D.E. Co-ordinators take a page or two from their own salesmanship and advertising textbooks and apply the contents to "merchandising" the D.E. program to high school students. Mr. Hecht is now Co-ordinator in Poughkeepsie, New York; but his article concerns his activities in his last position at Millville, New Jersey.

## How We Can Use Salesmanship to Recruit Superior High School D. E. Students

JOSEPH C. HECHT  
D.E. Teacher-Co-ordinator  
Poughkeepsie, New York

One of the points that distributive education teachers stress in their units on Display is this one: "Goods well displayed are half sold."

D.E. teachers supervise students at work to see that they put that principle into practice. We test our students to see that they remember the lesson. The enthusiasms of our young students lead them to practice the theory—fortunately, because many of us D.E. teachers do not do our best in remembering and demonstrating this same principle ourselves. Many of us have fallen down on displaying our D.E. program. As happens to any merchandise poorly displayed, sometimes it hasn't sold well.

■ **It's a Problem**—At a recent convention I heard a lament from many co-ordinators: "We have to take students from the bottom of the

barrel or we won't get any at all."

Because we haven't displayed our product—distributive education—it hasn't sold well. When a product isn't selling as it should, merchants always "take a mark down." We in distributive education have had to take our mark down, too—poor students.

In Millville, New Jersey, High School, display of D.E. starts early, changes frequently, and remains all year. The plan of attack to familiarize the school with D.E. follows a pattern:

1. Student speeches at class meetings
2. Orientation of the guidance department
3. Bulletin board displays
4. Selling projects in school
5. Annual trip to New York
6. Annual assembly program

7. Annual "Co-op Dance"
8. Visits to class homerooms
9. Newspaper publicity
10. Talks at service-club meetings

■ **Class Meetings**—Each freshman, sophomore, junior, and senior class in this high school has a class advisor. Each class has its own meetings to discuss problems that affect the group. The advisors of the classes welcome suggestions for profitable meetings, since planning for meetings becomes difficult after a few meetings have been held.

So, the suggestion that a class meeting be devoted to an explanation of the D.E. program is often well received. At a meeting of the junior class last year, one of our D.E. students took over leadership of the group, explained the meaning of "D.E." and the significance of our school's program, and then presented a very good radio transcription of a career forum on merchandising and salesmanship broadcast by a local station, WCAU, last year. A question-and-answer period followed the recording, and both faculty and students felt that a profitable hour had been spent.

It was no accident that a student conducted the meeting. Part of our school's D.E. training program is to develop students' leadership ability, including the ability to express themselves. Each of the class organizations in a high school provides opportunity for developing such ability—and displaying D.E. at the same time.

■ **Guidance Department**—Before any sound promotion of D.E. can be achieved, the guidance officers of the school must be oriented to the program, "sold" on its merits.

Take pictures of your students in action, and show the pictures to the guidance personnel. Show the students doing everything from stock keeping and cashiering to selling. Take the guidance counselor on a visit to D.E. stations where students are working, so that the counselor can see what the co-op students actually do.

Prove to the counselor that students believe in the program, and then he will believe in it, too: Invite the counselor to sit in on a class session in which students are reporting their job experiences and telling how much they enjoyed them and learned from them. In our school, Monday is reporting day; we have found it to be a good time to invite the counselor to drop in on a class session.

■ **Bulletin Board**—Pictures of students at work, with short but meaningful explanatory captions, will attract droves of students to your bulletin boards. Show lots of D.E. students. The average high school student will know at least one or two of the D.E. co-ops, and seeing the picture of a friend will stimulate interest and inquiry about the course.

Your present D.E. group can be your best publicity source.

■ **Selling Projects**—During a school year, each of our D.E. students goes from classroom to classroom selling a variety of articles and services, to raise money for the expenses of our annual trip to New York City to see retailing, Big City Style. During the class visits, every student in the school sees D.E. on display, spotlighted.

Each month a new commodity is on sale, and the D.E. students are well prepared before they make their appearance to sell the month's wares. Interest in the program itself cannot help but be stimulated by this parade of representatives.

■ **Pilgrimage to New York**—With the money received from the sale of Christmas cards, dolls, pictures, Easter candy, and so on, the class gets a three-day, all-expense-paid trip to New York.\*

Long before the trip is made, news about it is passed around the school; everyone is aware of why the trip is made and how it is made



Joseph C. Hecht . . . uses "display"

possible. Many, many of our high school students wish that they, too, were making such a trip.

■ **Annual Assembly Program**—Once the money for the trip is in, the reservations made, and publicity about it well distributed, our D.E. students "repay" their student associates by putting on an annual assembly program they call "Co-op Cut-up," with as many D.E. students participating in it as possible. Between songs and laughs, the D.E. program is mentioned; and the bulletin boards lining the corridor to the auditorium are bright with display materials that highlight and explain the course.

■ **Co-op Dance**—We found that the annual promotion of a "Co-op Dance" helped publicize the D.E. program greatly. The dance is open to all students, is sponsored by the distributive education group. The D.E. students write the advertisements, using principles of advertising they learned in their training program. Only the clever ads, the eye-catchers, are approved and displayed.

Like our assembly program, the "Co-op Dance" is the talk of the school long before and long after each event.

■ **Homeroom Visits**—When the time is ripe for course selections for the next school year, visits to homerooms are important. They must be planned carefully, however; and the students assigned to make the homeroom presentations should be provided with full "kits." The kits for the juniors, for example, contain mimeographed sheets that explain the course, an outline of the advantages of being trained while at school for the work the students will be likely to do after graduation (40 per cent of our

graduates take employment in the D.E. field), and other materials for the students to take home and talk over with parents. Students who are interested immediately apply for personal interviews with the co-ordinator.

As soon as students for next year's class are interviewed and have taken and passed our retail-inventory test, they meet with the current D.E. class to discuss the work of the coming year. Last year the principal of the school sat in on the meeting and later congratulated both groups for their sincere and mature approach to their future undertakings.

As you may conclude, we have a "spirit" among our D.E. group, and having the group conduct the homeroom "recruiting" and then meet with the group for the next year enables the spirit to be passed along.

■ **Newspaper Publicity**—The local community must be made aware and kept aware of the program, and for this newspaper publicity is important. Each new activity, each new achievement has its advance notices and follow-up reports, both in the community newspaper and the school newspaper. Names are the keynote, of course. It is important to see that every D.E. student's name appears in print somewhere, sometime.

■ **Service Clubs**—The Kiwanis, Exchange, Lions, Rotary, and other service clubs are composed of businessmen. They're our market. They're some of the persons we try to reach through newspaper publicity.

It's a good idea, we have found, to speak *directly* to that market by talks, either by students or by the co-ordinator, given at the meetings of those service groups. Neatly enough, giving those talks provides a news item for the papers, too.

The service-club talks explain the operation of the program, its many values to businessmen and to students, its accrued achievements, and similar information.

■ **Summary**—Yes, goods well displayed are half sold already. A D.E. program well displayed will be half sold, too. The other half depends on the teacher—what he accomplishes, what changes for the better he can show his merchants and his recruits and his associates; these sell the other half.

Displaying D.E. takes a lot of work, a great deal of planning, a considerable amount of detailed follow-through, but the results are gratifying.

\*See Joseph C. Hecht, "How Millville's D.E. Class Plans a Trip to New York," *BUSINESS EDUCATION WORLD*, April, 1950, p. 389.





**BRIEF REHEARSAL** precedes telecasting of "Manhattan Spotlight," while engineers get focus, mike adjustments, and lighting set up. Hossfield (right) stands behind circular-keyboard Hammond, chats with Emcee Trantum.



**SHOW OPENS** with Trantum, with 1898 sideburns, operating an 1898 Eclipse. In background is the original 1896 Underwood and early "blind" model Remington. Trantum removed sideburns during first commercial.



**TRANUM AND HOSSFELD** discussed early machines as TV camera focused on closeups on stylus-operated 1880 Hall (left), understroke 1882 Automatic (center) and wheel-type 1886 Hammond, forerunner of Varitype (right), and others.



**SHOW ENDED** on impressive demonstration of efficiency of electric machine: Hossfield typed alphabetic sentence, "A quick movement of the enemy would jeopardize six gunboats," for minute at perfect 200 w.a.m.

*Photos, Courtesy Underwood Corporation*

## Television Audiences Learn about Typewriters—Old and Electric

One of the brighter TV shows is Charles Trantum's 7:30 "Manhattan Spotlight," telecast over WABD-TV and the Du Mont network.

In October, Underwood hauled part of its museum of old typewriters down from Hartford to WABD-TV, set up an All-Electric, and lent Trantum a hand in producing "Cavalcade of the Typewriter," complete with a 200-w.a.m. demonstration by Underwood's George Hossfield.

With Trantum as Emcee and interrogator and with Hossfield as the typewriter historian, audiences got a rare glimpse at old typewriters: a stylus-operated Hall, a double-stroke Automatic, and Ideal-keyboard Hammond, a double-keyboard Duplex, a model of an early "blind" Remington, a Blickensderfer, the first Elliot "bookwriter" typewriter, the original 1896 Underwood, and so on, ending up with a modern electric machine.

**TRANUM:** Show us some advantages of the electric typewriter.

**HOSSFELD:** (*Showing*) It requires less energy—a tenth—to strike the keys. You can turn out much more work in a day. You have a forward-spacing key. You have an automatic carriage return. You have—

**TRANUM:** —A speedier machine?

**HOSSFELD:** Much speedier.

**TRANUM:** How fast?

**HOSSFELD:** Well, it's possible to type at 200 w.a.m. on it.

**TRANUM:** Show me.

(*Hossfield is timed for a minute. He types alphabetic sentence, "A quick movement of the enemy would jeopardize six gunboats."*)

**TRANUM:** You did it! And not a single mistake!

*Fadeout. Focus on the Electric.*

### 1. Number of Annual Placements by 51 Insurance Firms

Position	Men	Women
Junior Clerk	587	1,661
Messenger	133	480
Typist	...	1,140
File Clerk	11	1,607
Key-Punch Operator	...	66
Stenographer	...	380
Secretary	...	15
Miscellaneous	325	234
Totals	1,056	5,583
Grand Total:	6,639	

### 2. Minimum Educational Requirements of 51 Insurance Firms

Position	High School Grad.	Less Than 4 Years H. S.
Junior Clerk	46	5
Messenger	41	10
Typist	47	4
File Clerk	44	7
Key-Punch Operator	47	4
Stenographer	47	4
Secretary	47	4
Miscellaneous	46	5

### 3. Basic Skills Requiring Emphasis, Say 51 Insurance Firms—

Basic Skill	—for Stenog.	—for Sec'y
Typewriting	46	46
Spelling	46	44
Shorthand	45	47
Reading	44	42
Basic English	43	43
Business English	39	38
Handwriting	33	36
Business Arithmetic	18	22
Dictating Machines	16	12
Calculating Machines	3	5

NEW YORK Insurance Industry hires many kinds of clerical workers each year, views stenography as a promotion, not a beginning position.

NINE out of ten firms consider only high school graduates for most clerical positions. Drop-outs find few jobs are open to them.

BASIC skills for stenographers and secretaries are about the same. "Three R's" rank high. Not all firms reported complete data.

## The New York City Insurance Industry Reports to the New York City Schools

ALFRED E. WALLER  
Employment Manager  
Metropolitan Life Insurance Company  
and MARGARET LANGHAM  
Personnel Department  
Equitable Life Insurance Company

■ **Why Study Was Made**—Dr. William Jansen, superintendent of schools of New York City, called together an Advisory Council on Business Education to tell him and the Board of Education what business needs, wants, and considers important to high school students.

Doctor Jansen proposed these four questions:

1. What beginning jobs are open to high school graduates and high school drop-outs?

2. What training is expected for these jobs? What basic skills and standards of achievement?

3. What basic business information is expected of these graduates and drop-outs?

4. Assuming that many social and working habits and attitudes are necessary for business workers, what do you consider the five most important ones for the schools to stress before employment?

A number of industry committees immediately began to compile data for answering those questions in terms of different kinds of business.

At a subsequent dinner meeting, attended by 52 business leaders and 34 educators, including Doctor Jansen, the first of many reports from different New York City industries was presented. The report on the Insurance Industry was among these; and this article is based on the findings of the insurance subcommittee, especially on those findings that deal with stenography.\*

■ **Insurance in New York City**—Insurance represents a large industry in and around New York City. Eighteen life insurance companies have their home offices in the City and many others have branch offices here. More than 300 companies that write fire, marine, casualty, surety, and other types of insurance operate in New York City.

There are more than 10,000 licensed insurance brokers here, who act as representatives of the insured in all classifications of the business. The great majority of these firms are small ones, but some of the brokers conduct a large volume of business.

\*Other members of the research committee included Dorothy Goldsmith, personnel director of Guardian Life Insurance Company of America; Arthur C. Goerlich, Dean of the School of Insurance, Insurance Society of New York, Inc.; Dr. J. V. Walsh, principal of Theodore Roosevelt High School; and Thomas J. White, Personnel Director of Employers Mutual Liability Insurance Company of Wisconsin.

• Our committee prepared a questionnaire and sent it to 136 companies. Replies were received from 51 firms, which employ the following number of clerical workers: under 100 employees, 13; between 101 and 200, 10; between 201 and 500, 13; over 500, 14; and, size not specified, 1. Our results, therefore, are based on a sampling of the industry.

To be complete, our figures would have to be extended many times over; but we feel that the proportions and relative rankings are truly representative of the Insurance Industry in this city.

■ **Graduates Vs. Drop-Outs**—The returns bring out interesting figures in answer to Doctor Jansen's first question regarding the jobs open to high school graduates and high school drop-outs.

• We found that 5,583 girls and 1,056 boys had been hired in 1949 as beginning workers by the 51 firms in our survey. Very few began as stenographers—less than 7 per cent (380) of the girls. This is because New York insurance companies prefer to train and orient new employees on jobs other than stenography, with promotion to stenography to follow.

It is interesting to note that there is little opportunity for male stenographers; whether that is because few are available or because of company preferences was not indicated.

• There are very few positions available for drop-outs, as Table 2 shows. Thirty-five of the 51 firms,



4. Basic Business Elements That Should Be Emphasized, Say 42 Insurance Firms—

Basic Element	—for Stenog.	—for Sec'y
Responsibilities of a Good Citizen	36	37
Business Organization and Operation	27	35
Fundamental Knowledge of U. S. Government	27	32
Relations between Bus. and Gov't	22	32
Fundamentals of Economics	25	31
Fundamentals of Business Law	18	27
Economic Geography	15	18

INSURANCE Industry emphasizes citizenship and knowledge of Government, especially for secretaries. Nine firms gave no reply here.

or 69 per cent, reported that they had a minimum requirement of four years of high school training for all beginning clerical positions. Forty-seven companies require four years of high school training as a minimum for stenographers; only four firms would consider stenographic applicants who did not have four years of high school training.

• *In general*, applicants who have not completed high school are considered for appointment only to a limited number of position classifications. It is clear that high school graduates are preferred for all but a minor fraction of placements in the Insurance Industry.

■ **Basic Business Skills**—In order to answer Doctor Jansen's second question, a table was provided for checking twelve basic skills quite generally considered essential. Table 3 shows the tallies for stenographic and secretarial workers.

• *Smaller companies* select employees who have knowledge of more skills, for there is less specialization of work in those firms and consequently requirement of a greater variety of skills even in beginning assignments.

• *One question* explored the use of clerical aptitude tests, intelligence tests, and performance tests by the respondents in their selection of personnel. Eighteen companies reported that they use a clerical aptitude test; 31 do not. Thirteen companies use an intelligence test; 34 do not. Six companies use both clerical aptitude and intelligence tests. Thirty-three companies give per-

5. Habits and Attitudes Necessary for Business Workers, Say 44 Insurance Firms—

Characteristic	Number Mentions
Personal Appearance	36
Co-operation, Ability to Get Along with Others	32
Punctuality, Attendance	28
Responsibility, Dependability, Reliability	24
Interest in Job, Ambition, Willingness to Learn	23
Courtesy, Good Manners, Deportment	22
Honesty, Integrity, Loyalty	16
Initiative, Intellectual Curiosity	13

WORKERS' personal characteristics get usual attention from business firms, but "appearance" ranks higher than in other surveys.

formance tests; 15 do not. Four firms did not answer or gave incomplete answers.

■ **Basic Information about Business**—To obtain a reply to Doctor Jansen's third question, "What basic business information is expected of these graduates and drop-outs?" our questionnaire provided the seven topics indicated in Table 4. Respondents were asked to check the items they believed "essential"; a few checked all items, some checked only one or two items. Table 4 indicates the relative importance placed on those seven business fundamentals by the 51 insurance firms.

"Responsibilities of a Good Citizen" was by far the favorite. It is interesting to note that, in relation to the whole report, companies thought that training in basic information about business was more essential for stenographers and secretaries than for other kinds of clerical employees.

■ **Personal Characteristics** — The fourth question proposed by Doctor Jansen was presented to the Industry in his exact words: "Assuming that many social and working habits and attitudes are necessary for business workers, what do you consider the five most important ones for the schools to stress before employment?"

The committee deliberately avoided listing characteristics for checking; it was felt that better information would be forthcoming if each respondent were encouraged to express his preference without suggestions.

The gist of the replies is indicated in Table 5. Also mentioned by some companies were accuracy, tolerance, ability to take criticism, alertness, keenness, optimism, cheerfulness, civic awareness, objectivity, modesty, and thoroughness.

■ **General Criticism**—In response to a frank invitation to criticize, "In what respect do you find high school graduates inadequately prepared for beginning positions," the 51 companies made a sincere effort to be helpful. It is important to note, however, that in general their experience with high school graduates who qualified for employment under their selection procedures has been excellent.

• *Skills*. The comments were classified in two groups. The first related to adequacy in basic skills. The replies were substantially unanimous in suggesting more intensive instruction and higher scholastic standards in the Three R's. These five skills were criticized more than others: spelling, grammar, typing, arithmetic, and shorthand.

• *Characteristics*. The second group of comments related to personal habits and attitudes. High school graduates in general, according to the respondents, do not appreciate the importance that business attaches to good appearance, ability to get along with others, courtesy, responsibility, interest in the job, and willingness to learn.

■ **Summary**—The findings of the subcommittee on the Insurance Industry in New York City may be summarized as follows:

1. High school graduation is required for all but a minor fraction of clerical positions in the Insurance Industry. There is little opportunity for drop-outs.

2. There should be more intensive instruction and higher scholastic standards in basic training, especially in the Three R's.

3. Basic business information is desirable, including elements of Business Organization and Operation, Fundamental Knowledge of the United States Government, and especially the Responsibilities of a Good Citizen.

4. Students should be helped to appreciate the importance that business attaches to good appearance, ability to co-operate with others, courtesy, a sense of responsibility, interest in the job, and willingness to learn.

5. A knowledge of the purpose and nature of insurance, especially as it relates to the general economic and social structure, would be helpful.



**RHYTHM-ADD TEACHER** Robert F. Lusk, standing, taught new technique in six hours to teachers of experimental classes at New York's Central Commercial High School: George S. Daniels, Mrs. Hilda Harris, Norman Weiss. After six-week experiment, the 78 students averaged 49 checks a minute; some reached 70. Professionals do 40.



**RHYTHM-ADD** replaces one-finger adding. It consists of (1) depressing simultaneously as many keys as possible, (2) "rocking" to plus bar, and (3) using "home base" shown above.

## You Should Know About "Rhythm-add," the New Adding-Machine Technique

A B.E.W. Special Report

A new method of operating the full-keyboard adding machine and a full kit of instructional materials for teaching the method have been developed. The method and materials have been tested experimentally in high school classrooms and further proved in the training classes of several business firms. The results are so spectacular that every school that offers vocational office training should know about the new method and materials.

The new method is known as "Rhythm-add," and its efficiency—both as a new approach to *teaching* the operation and as a new way of *operating* the full-keyboard adding machine—has been proved both (a) by the high degree of skill that new learners have developed in short training periods and (b) the added amount of skill that adding-machine veterans have gained by switching to Rhythm-add.

■ **Experimental Development** — A professional adding-machine operator is considered proficient when he can accurately add 40 checks a minute. The best do about 75 c a m.

To determine whether this new

technique, developed by the Monroe Calculating Machine Company, would make possible the training of more proficient operators, and in a shorter time, a thorough test of the method and materials was conducted at Central Commercial High School in New York City.

• **Arrangements.** Rhythm-add was discussed with Alexander Massel, principal of the school and a business educator long outstanding for his interest and contributions in office-machine instruction. The experiment looked important to him, especially since he knows well the great demand for competent adding-machine operators.

The Monroe Calculating Machine Company, one of the nation's best-known manufacturers of full-keyboard adding machines, installed thirty-five standard-sized machines. Mr. Robert F. Lusk, of Monroe, instructed three teachers of the office-machine department — Norman Weiss, department head; Mrs. Hilda Harris; and George S. Daniels—both in the Rhythm-add operating technique and in the use of the instructional materials. The orientation took only six hours.

• **Class Work.** The three teachers instructed seventy-eight students in

the new method. The class groups met for less than thirty periods.

At the end of the first period, the students could add an average of 20 test checks a minute. At the end of the training period, they were averaging 49 checks a minute, and some students were adding—and accurately—as many as 70 checks a minute. The normal occupational rate is 40 checks a minute.

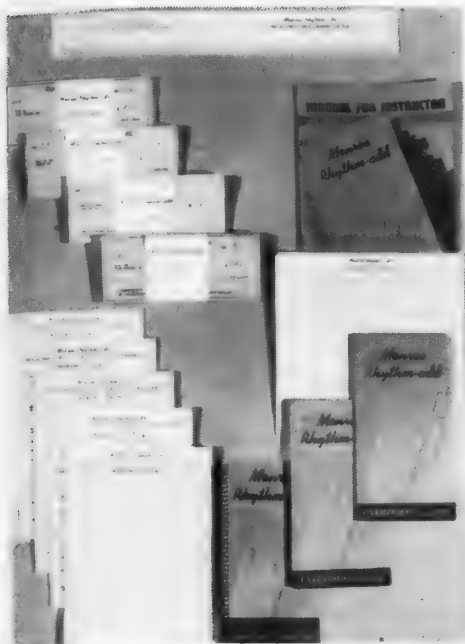
Equally impressive, according to Mr. Weiss, was the *rate of improvement*. The average increase, from 20 to 49 c a m, was an increase of 145 per cent. One student, starting at 8 c a m, reached 56 c a m by the end of the course—an increase of 600 per cent. Even the poorest student gained 100 per cent.

■ **Further School Tests**—Rhythm-add passed similar tests in other schools.

Wrote Kenneth Castle, head of the department at Montgomery (West Virginia) High School: "The results are simply amazing. In every case, the student practically doubled the number of checks she could add in a given time; in a few cases the student tripled her speed, while still maintaining accuracy."

Student reaction? Mr. Castle said further, "The fingering taught in these lessons is so easily and quickly learned that, to use a student's expression, 'It is really fun to practice on these lessons.' The improvement is so great and so rapid that no incentive is necessary other than the course itself."





LEARNING AIDS by Monroe include (1) exercise books, (2) teacher's manual, (3) practice checks, (4) bulletin-board progress chart, (5) counting scale, and (6) tests.



CORRECT HAND position is of fundamental importance—is one thing that teachers watch and check closely. Above, Mrs. Harris helps student get thumb turned under correctly.



MR. DANIELS maintained progress chart for his group. Learners advance rapidly, get vocational skill in ten hours of practice with Rhythm-add technique and materials.

J. D. Copeland, department head at Mississippi State College for Women (Columbus), tested Rhythm-add also: "The class had just completed a course on full-keyboard adding machines. The average speed of the class in adding checks for one minute was 31 checks. At the end of the ten-hour (Rhythm-add) course, the average speed was 62 checks with accuracy of 0 to 1 error. This represents the remarkable increase in skill of 100 per cent."

■ **Tests in Business**—Upon the successful completion of the schoolroom tests, members of the Monroe educational department began offering Rhythm-add courses in the training divisions of several business firms with large adding-machine departments. The courses were conducted among experienced operators, some of whom used Monroe equipment and some of whom used other machines; and the test was to determine the extent of improvement that could be effected among professional operators.

• **In Company A**, the operators started with an average of 41 c a m on one group of checks and 35 c a m on a second group. At the end of ten lessons, speed had increased 41 per cent on the first group and 51 per cent on the second group.

• **In Company B**, the class consisted of experienced supervisors. The class average at the beginning was 45 and 39 c a m's on the two groups of checks; at the end of the ten-lesson course, the two averages

had respectively advanced 51 and 49 per cent.

• **In Company C**, the class was composed of selected top operators. Their average on the two tests was 51 and 43 c a m's at the outset of the ten-lesson training period; the rate of increase was 35 and 37 per cent respectively.

In view of such results, it appears that schools offering vocational business training, both for undergraduates and for in-service groups, will want to explore Rhythm-add. There are few vocational opportunities paying so well, and with so many openings today, for which learners can train so quickly.

■ **What Rhythm-add Is** — The Rhythm-add technique consists of three elements combined.

The first element is the principle of depressing simultaneously as many keys as possible, rather than depressing one key at a time. This principle, of course, requires the use of more than one finger.

The second element is the use of a "rocking" movement by which it is possible to depress the plus bar without a separate hand motion.

The third element is the use of a "home base" position for the hand, like typing "home keys."

The right hand uses the five row as its home base on the keyboard, pivoting from there to the other keys and to the plus bar in a smooth, continuous motion, while the left hand manages the source of the figures—the checks, invoices, and similar materials to be added.

The movement of the right hand is in a rhythmic cadence (hence, "Rhythm-add") of depressing keys and rolling to the plus bar in a natural, easy manner.

■ **Rhythm-add Instruction**—Training in Rhythm-add consists of several distinct aspects.

• **Nonkeyboard**. The learner is taught the proper position of the machine in relation to his own body. He is taught the proper position of the media (material to be added) in relation to the machine. He is taught how to operate the machine with a minimum of head movement, with concentration—sharp, intense concentration—on the figures to be added; how to maintain complete relaxation; how to read figures rapidly from left to right, just as they are written; and the general principles of rhythmic motions in operating the adding machine.

• **Keyboard**. As soon as the basic information about posture and the function of the machine have been explained, the student is taught the correct home-base position for his right hand.

■ **Training Materials** — The basic training materials consist of graded exercises and four sets of checks, for a ten-period course. Also available are a complete Instructor's Manual, a progress chart, and twenty additional lessons for an advanced course. Monroe publishes all these materials.

• **The first part** of the basic, ten-lesson course contains five "Exer-

cises," each with five "problems." The exercises are scientifically constructed to give practice in all figure patterns in a five-digit range.

In order to determine what those patterns are, nearly half a million bank checks were studied before the practice materials were prepared. All possible combinations are contained in the lessons; yet they are presented in a carefully graded manner—graded even into such details as "ascending" and "descending" sequences.

- *The second part of the basic course also contains five exercises on graded material. Rather than being graded simply by complexity, however, the problem material provides repetitive drill in high-frequency motion patterns, helping the student automatize the rhythmic depress-and-rock movements.*

- *The practice checks consist of four groups, one of which has 100 checks using four-digit numbers, and three groups each of which has 70 checks using five-digit numbers.*

Checks are used as a supplement to the problems for two reasons: Checks are one of the media most frequently used in conjunction with adding machines in business, and checks are also the fastest way of presenting figures to the eye.

■ **Summary** — The Rhythm-add classes in schools and in business training groups have demonstrated decisively the contribution that the Rhythm-add technique and materials make to efficiency in the use of the full-keyboard adding machine. It should be noted that the technique, although most effective on the Monroe machine, will provide a higher level of efficiency on any make of full-keyboard adding machine.

The tests and experiments show that a vocational level of skill can be developed by average learners in ten class periods. Use of the technique among professional operators indicates that even skilled operators can be upgraded between 15 and 25 per cent.

The tests show also that the instructional materials do a thorough job of training, and that the training methods can quickly be learned by any teacher who is familiar with office machines.

Altogether, the evidence shows that there is now available for vocational schools and training departments a quick method of giving vocational-level training on the full-keyboard machine—and within so few class periods that it is questionable whether schools can justify not offering such training.

## Be Sure They Understand

A great many shorthand students are able to complete their homework assignments without thinking once. They copy page after page from the textbook, a waste of time, effort, paper, and ink. The wise teacher will make certain that students understand (a) the purpose of practice and (b) the correct routine for practice. The author, an experienced shorthand teacher, tells how she makes sure students do understand.

# How I Assign Shorthand Homework

OPAL H. DeLANCEY  
University of Idaho  
Moscow, Idaho

When the writer was in high school, the typical shorthand assignment consisted of, "Take the next lesson tomorrow." No one said anything about how to prepare the part of that lesson devoted to reading. No one said anything about how to get the most value out of writing the part meant to be written. How to do assignments, why to do them (other than as an aspect of earning a grade), and similar counsel on other phases of practice were completely ignored.

You know how the assignments were prepared. Busy work.

The writer has since found that time spent in teaching students how to prepare an assignment results in a decided improvement in students' work and attitudes.

It is immaterial whether the assignment is done in part in the classroom, during a portion of the class period set aside for supervised study, or whether the assignment is done entirely outside class as homework. The material thing is whether or not completing the work in the way it was assigned contributes to actual learning.

■ **Assignment Inventory** — The preparation of assignments is a fundamental part of learning shorthand. The teacher's responsibility for students' progress includes a responsibility for seeing that students do profit from their preparation of assignments. I have found that the following seven points enable me to make certain that my assignment-giving is adequate. Before giving an assignment, I study the assignment itself and revise it until I can answer yes to these questions:

- *Do I, the teacher, clearly understand what I expect the assignment, as a whole, to contribute to the students?*

- *Have I worked out a plan for informing the students of the aims and objectives of this assignment?*

- *Does the assignment provide*

for each level of ability and achievement in my class?

- *Is every activity one that will definitely contribute to learning?*

- *Will the students know the easiest and best way to do each activity in the assignment? Have I checked exactly how students should do any activity that has not been included in assignments before now?*

- *Have I organized my instructions about homework so that my instructions follow the identical sequence in which students need them as guides in doing the activities of the assignment?*

- *Have I stated my instructions in concise, meaningful terms that my students will understand?*

When one first starts using such an inventory method of validating assignments, he finds that he changes his assignments and instructions before giving them to the students. After a while, however, the teacher himself "learns" how to give an assignment at the same time students are becoming more adept at doing an assignment; then reference to the question inventory becomes easy and brief, reassuring.

■ **Introduction to Writing** — Each time a new activity comes into the learning program, the teacher must help the students become familiar with the purpose and method of practice of the new activity.

For example, when the day arrives that students are to begin writing for the first time, the teacher must instruct the students in every aspect:

- *Instrument.* The teacher tells the students the type of fountain pen to use and recommends a kind and color of ink.

- *Position.* The teacher demonstrates and instructs students in the correct writing position, both for dictation and for text-plate copying.

- *Notebooks.* The teacher directs students to obtain two shorthand notebooks, one for outside assign-



ments and one for class practice, with a rubber band on each for locating the current work.

- **Dating.** The teacher gives specific directions as to the method of dating pages in the notebooks. I tell my students to put the date of each day's work on the second line from the bottom of the page, and to put the assignment number and the number of the letter being practiced on the bottom line of the first page of the homework notebook.

- **Doing Assignment.** The teacher tells students exactly how to do the writing in the assignment. Many teachers suggest a method of their own that they have found appropriate. Whatever the plan used, it must provide for special attention to outlines that the learner writes hesitantly. Here are three popular plans:

1. One letter of the day's assignment is written in the left-hand column of the shorthand notebook, while inaccurate or hesitantly written outlines in that letter are practiced in the right-hand column of the same page.

2. Or, a letter numbered as in the text and marked with some symbol, such as #, that will identify it quickly and easily as material to be read, may be written in either column. At the end of the letter, other identifying symbols, such as xxx, may be inserted to indicate the end of the letter and the start of special practice; and after this symbol the student practices the inaccurate or hesitantly written outlines.

3. Or, the material from the text may be written in one notebook and the practice work on special outlines may be written in another notebook reserved for the purpose.

- **Correlations.** The teacher must remind the students that they are expected to know how to spell, pronounce, and define all words (other than technical business terms) in each assignment.

- **Pretranscription Pointers.** The teacher discusses with the students the marginal hints on punctuation and on transcription aids, that now begin with Lesson 37 in the new *Manuals*, and examines with the class the explanations of each pretranscription pointer symbol found in the Appendix.

- **Assignment Writing.**—Not until the teacher has reviewed and instructed students in all the foregoing is he ready to show the students exactly how he wants them to prepare their writing assignments. There are many patterns for this, too; I tell my students to observe the following steps:



Opal DeLancey . . . makes homework logical

- **First,** read the letter in the textbook until you have some degree of fluency in reading it—at least until you can read it without prompting.

- **Second,** go back to the start of the letter and read the first group of outlines, enough to form a full thought.

- **Third,** take eyes off the textbook.

- **Fourth,** write the group of outlines in shorthand in the left-hand column of your notebook as rapidly as you can. Say the thought aloud as you write it; think the group of outlines as hard as you can while you are writing them. (Rapid writing is requested in order to eliminate the possibility of drawing the outlines.)

- **Fifth,** compare the shorthand you have just written with the outlines in the textbook. Spot the inaccuracies.

- **Sixth,** practice in the right-hand column of the notebook the correct form for the inaccurate outlines and for any outlines you remember that you wrote hesitantly. Go over and over those outlines until you can write them smoothly. (Later, of course, the student will write the entire letter before starting reconstruction on problem outlines; at first, he starts with just a few outlines at a time.)

- **Seventh,** continue writing each group of thought-linked outlines of the letter until you have completed the letter in shorthand in the left-hand column and have practiced all inaccurate or hesitantly written outlines in the right-hand column. Exaggerate all proportion to secure accurate recognition of easily confused forms.

- **Eighth,** now reread the letter from your own shorthand notes un-

til you can read it smoothly. The end goal of shorthand, remember, is the ability to read your own notes fluently.

Simply telling the students how to use a practice pattern like this one will not insure that the work will be completed according to instructions. It is necessary, I have found, for the teacher to demonstrate how to write out the assignment and to have the students do their homework right in class, under very close supervision, for at least two class periods.

In addition, I recommend that the teacher check and recheck at irregular intervals the method students are using for completing their assignments. One way to make such a check is to have students begin their assignments in class every once in a while.

- **Grading Homework.**—The way that student preparation of assignments is graded has a real influence on the way that learners do their assignments. They naturally do the activity that will reward them most.

Accordingly, I believe in grading the students' preparation on the basis of the quality of reading they do from their shorthand homework. Obviously this plan of grading eliminates students' copying page after page of meaningless outlines. It does not prohibit the students' completing the total assignment more than once, but no premium is placed—in my classes—on the total amount of homework written.

To grade on quantity of homework is to set up a quantity goal, and students become concerned with the number of pages they write rather than the ability to read their own notes back in class the next day.

- **Summary.**—The shorthand teacher is responsible for seeing that students profit most from the effort and time invested in preparing assignments. One way a teacher can be sure of fulfilling his responsibility in this connection is to examine his intended assignment against the inventory questions.

The teacher must demonstrate to students exactly how to do each kind of activity involved in the assignment and must be sure that students understand the practice procedure and purpose of each part of the assignment. The teacher must be very specific in his directions.

The grading method used should be one that focuses attention on the objective of preparing assignments—the ability to read back one's own shorthand.

**Tricks of the Trade** Over a period of years, most supervisors devise their own short cuts, their own tricks of the trade that conserve their time and expedite efficiency. Doctor Satlow, head of one of the largest commercial departments in New York City, gives below a number of devices that he has developed and some that he has learned from other department heads. "If the reader can pick up enough new ideas to save him an hour a week," writes Doctor Satlow to BEW, "he'll have time to read your magazine!"

## 31 Devices for Saving the Time and Effort of the Department Head

I. DAVID SATLOW  
Thomas Jefferson High School  
Brooklyn 7, New York

Time is one of the most precious commodities in the routine of a department head. Many a day has ended with the supervisor gasping at the way in which time moves all too rapidly; and, paradoxically enough, many a day ends with more unfinished business than was at hand at the start of the day.

The following devices or "pointers," therefore, are offered in the hope that some of them will help other department heads save time that can be devoted to the important phase of supervision, guidance of teacher effort.

■ **1. Supervisor's Log**—Since many of the administrative routines of the supervisor are of a repetitive nature, the keeping of a log for the first years on the job will serve as a valuable guide in the subsequent apportionment of the supervisor's time. Analysis of the entries in the log will indicate which weeks of the term were taken up with uniform examination routines, inventory taking, ordering of textbooks and supplies for the coming year, and with preparations for the following term's program. It is safe to assume that the identical weeks will be consumed in similar fashion during any term.

Advance planning can therefore anticipate similar demands with a consequent reduction in the visitation schedule for those weeks of the term; conversely, a greater amount of visitation will be planned for the weeks when fixed administrative routines are at a minimum.

■ **2. Teacher Programs**—A chart that lists every teacher's program and is mounted on the office bulletin board saves the chairman's time when trying to locate a teacher and spares him time and effort when anyone makes inquiries as to the whereabouts of any department member.

■ **3. Secretary's Folder**—By having a separate folder for each student secretary, increased efficiency can be expected. Instructions for work to be done is left in the folders. Work of a continuous nature will be returned to the folder at the end of a period and be continued the following day. If the work is to be finished during any one day, a note in each secretary's folder can suggest continuation of the work that is in the typewriter or in Miss A's folder.

■ **4. Incoming Mail**—By training student secretaries to call for mail on their way to the department office, the department head is assured of prompt delivery of correspondence and is spared the expenditure of time entailed in making several trips a day to the general office to pick up his own mail.

■ **5. Outgoing Mail**—A special envelope, basket, shelf, or tray should be set aside for outgoing correspondence, whether it be intra-school communications or outgoing mail. If secretaries are familiarized with the school's procedures for outgoing mail and for intraorganizational correspondence, the department head is spared some of the details connected with communication.

■ **6. Letter-Box Tabs**—Speed in locating department members' letter boxes in the general office will be assured by replacing the letter-box tabs of department members with others that are typewritten on specially colored paper stock.

■ **7. Addressed Envelopes**—When a letter, bulletin, or meeting notice is to be mailed to one person, the addressing of the envelope in which the material is to be enclosed requires very little time. However, when such materials are to be sent to fifteen or twenty people in the same mailing, the mere addressing of envelopes consumes much secretarial time.

It is therefore advisable to have

on hand a supply of envelopes that were addressed well in advance of any mailing. These envelopes can be prepared by a secretary when the schedule is lightest, and brought up to par whenever the supply for any addressee falls below the minimum of five. With the mailing process entailing only the folding of the materials and inserting them into the previously prepared envelopes, the chairman is in a position to maintain an exchange list that pays dividends regularly.

This procedure can also be applied to the preparation of envelopes for the distribution of materials among department members.

■ **8. Secretary's Guide**—A *vade mecum* for the office secretary is known to be of value in the business office, where there is a relative degree of stability in staff composition. In the department office, where there is a relatively high turnover of secretarial help, an office manual becomes almost imperative.

A manual that includes instructions on the various tasks that the secretary is called on to perform in the course of the day saves the chairman much time. In addition, the manual can contain suggestions for efficient work habits.

■ **9. Packet for Out-of-License Teachers**—Through the exigencies of programing, a nonbusiness teacher is often assigned to teaching a class in the department. Effective guidance can be provided to that teacher by having a packet in readiness for the initial interview at which the work of the subject is discussed.

The packet would include such materials as the syllabus, textbook manual, sample copies of mimeographed instructional materials available, specimen forms, departmental bulletins on the teaching of the subject, specimen lesson plans, a bibliography, and actual articles on the teaching of the subject. For ease in verification at the end of the term, the outside of the packet might have a listing of its contents.

The initial effort in collating these materials is rewarded by the knowledge that a teacher new to the subject will be off to a good start and by the saving of time in succeeding terms, when looking for such materials would encroach unduly on the supervisor's time and activities.

■ **10. Summary of Departmental Organization**—A mimeographed sheet tabulating the classes in the department as of October 1 and March 1 can serve many valuable



purposes. Arranged by subject and term, the list contains columns for class designation, register, recitation room, and teacher. At the bottom of the sheet appears a summary, listing for each term of the subject the number of classes, total register, and average class register. The grand total indicates the total number of classes in the department, the total enrollment, and the average class register for the department as a whole.

The sheet presents the department head with a bird's-eye view of the entire department and provides him with statistical data that will be of value when drawing up various reports in the course of the year. It serves as a basis for distribution of materials and for the preparation of examination envelopes, also as a check-sheet for materials to be submitted by classes.

One of these forms can also be used as the working draft for the per-cent-passing report that is prepared for the principal or superintendent at the close of the school year. A complete series of Summaries of Departmental Organization provides valuable data on enrollment trends in the department and serves as a guide in programing teachers.

■ **11. Conference Dates** — Agreement on a set day, such as the first school Monday of each month, eliminates the need for endless discussions as to the date of the next departmental meeting.

■ **12. Conference Agenda** — Throughout the month, various items for conference discussion come to the supervisor's attention. Use of a special folder, in which notations are entered and conference materials placed, and the keeping of this folder in a special file or drawer facilitates the preparation of conference agenda.

■ **13. Routing Slip** — Notices that need not be reproduced for individual distribution and reports that are too lengthy to be reproduced for distribution among department members can be circulated via the routing slip. The slip consists of a listing of names of department members and a brief statement requesting the person to pass the material to the individual whose name follows his. By placing his own name at the end of the list, the supervisor assures himself that materials will reach him for final disposition after perusal by the staff. Provision for initialing after reading assures him that the material was seen by the people concerned.



Doctor Satlow . . . dept. heads have tricks

The routing slip can be stapled to the top of a magazine to be circulated or pasted on an envelope in which materials are placed for circulation. When evidence that a certain notice had been seen by department members is required, the routing slip with its signatures provides such evidence.

■ **14. Observation Schedule** — In his visitation program, the supervisor would do well to plan for the several periods that he wishes to devote to observation during the day. It is not enough to decide, for example, "I'm going to observe Miss A and Miss B during periods 6 and 7 today." If the supervisor doesn't plan in detail, he may spend period 6 observing Miss A only to discover that Miss B is not teaching during period 7, whereas Miss A, who was already visited, is also teaching the seventh period.

Another phase of the planning entails having one or two alternate visits on one's schedule. Teacher absence, a test, or some other class activity that doesn't lend itself readily to what the supervisor has in mind in his visitation program will often necessitate a hasty change in plan. If this change is to be effected after referring to departmental programs in the office, other business may prevent the chairman's alternate visit from being realized. If, however, he has a specific plan that provides for alternate choices in visiting, no time is lost in going back to the department office.

■ **15. Observation Reports** — Some department heads use a short-form or check-list type of observation report. While the writer personally does not make use of a report of this type in his work, he recognizes nonetheless that it has its place and

can be resorted to with a consequent economy of time.

■ **16. Follow-up Check List** — Lists of department members, in either mimeographed or typewritten form, can be prepared by office secretaries in sufficient quantity and used as check sheets for the follow-up of the many routines for which checking is so often required.

■ **17. Coding of Duplicated Materials** — The location of a used stencil will frequently consume much time. Such loss can be eliminated if each stencil is given a code number at the time the stencil is typewritten. With stencils filed numerically, and materials ordered by stencil number, demands can be met in short order.

■ **18. Department Manual** — After certain departmental routines have been established and decisions arrived at on basic phases of departmental administration (example: standards of achievement expected in each grade or the treatment of debatable items), the conference minutes and notices distributed in the course of a few years can be culled for the purpose of preparing a Department Manual.

A handbook of this kind will be of value to the experienced teacher as well as to the inexperienced teacher. It will save the chairman much time that would otherwise have to be expended in repeating identical notices term after term (such as: Book Penalty Lists or Procedure for Requesting Mimeograph Work) and will lighten the burden of orienting a teacher new to the department.

■ **19. Forms Booklet** — Sample copies of the various printed and mimeographed business forms and types of stationery available, when properly identified and stapled together in pamphlet form, can be distributed among department members for ready reference when requisitioning materials from the departmental stock room.

■ **20. Mimeographed Materials Pamphlet** — After a time, mimeographed instructional materials that have gone through several revisions and for which there has been repeated demand can be re-stenciled in uniform format and arranged as a Supplementary Problems pamphlet for distribution among classes with the same type of book-receipt accountability as regular textbooks.

Recourse to pamphlets of this kind extends the life of the materials considerably, with a consequent saving of time that would otherwise be devoted to the filling of re-orders of individual pages term after term.

■ **21. Memos Re Instructional Materials**—Special folders for each grade can keep a record of materials to be developed or revised. Corrections and revisions to be made might be noted on the master sheet in the folder or on the envelope containing the copies of the page.

■ **22. Special Locker for Instructional Materials**—One locker in each classroom can be set aside for the storage of instructional materials that are to be shared by all teachers using the room. A lock, the combination of which is disclosed to the teachers using the room, is a most effective means for making possible the co-operative use of materials. Where such sharing is common practice, the department head's time is not taken up with daily distribution and collection of materials.

■ **23. Directory of Stock Room**—Much time is often consumed hunting for materials in the stock room. Such needless loss can be avoided by numbering each shelf in the store room, preparing a directory or location guide for the various items on the shelves, and posting the list prominently on one of the walls of the stock room.

■ **24. Perpetual Inventory** — To chairmen of business departments, the value of a Perpetual Inventory of printed forms and paper need not be dwelt upon; mere mention is sufficient.

■ **25. Textbooks, Equipment, and Supplies to Be Ordered**—A special folder in which the chairman enters *throughout the year* pertinent data concerning items he desires to purchase for department use saves much time when he is called upon to submit budgetary requests. In the haste that accompanies a deadline, valuable items might otherwise be overlooked.

■ **26. Inactive Materials** — Textbooks and supplies that haven't been used in a number of years should be disposed of through exchange with another school or transfer to the central depository of the school system.

Ingenious uses for various types of surplus paper and discontinued business forms are to be devised if such materials are not to continue occupying valuable space endlessly and necessitate inventorying and reporting term after term.

■ **27. Record of Textbooks and Supplies on Order**—A special memorandum record of materials on order can be kept in one place for ready reference when supplies and textbooks arrive. The best place to keep a record of this kind is near the Perpetual Inventory cards, since

these cards will also be needed when materials arrive. The entry in the "Received" column of the Perpetual Inventory card should be accompanied by a corresponding notation on the "Record of Materials Ordered" sheet. At any time, an inspection of the "Record of Materials Ordered" should disclose what materials are still on order.

■ **28. Record of Repairs Needed**—A notebook posted on the wall of each typewriting room can be used for the listing of the typewriters that are to be repaired. A system of this kind relieves the department head of the need for keeping various memoranda and being interrupted by the repairman when the repairs are to be made.

■ **29. Uniform Examination Answer Papers**—Setting aside a special shelf in the department storeroom or a special locker in the department office for the storage of examination answer papers saves time when a paper or set of papers is to be located.

■ **30. Pupils for Special Classes**—To expedite departmental organization for the new term, lists of pupils to be programmed for special classes should be kept on file for comparison with the names of pupils actually reporting to those classes. In the absence of such lists, much time will be consumed hunting through old class lists.

■ **31. Record of Intradepartmental Service**—When the supervisor is asked to report on the services of a teacher being considered for promotion, an endless amount of research is called for in order to determine the teacher's professional contributions over the years. A similar hunt through dispersed records is necessitated when the department head wishes to apply the principle of rotation to the programming of teachers in his department. Invariably, the demands come at a time when the supervisor is exceedingly busy—all of which adds to the strain involved in such activities.

The work, hence the time required, can be lessened materially by introducing a mimeographed form on which each department member enters basic information in columns providing for (a) term ending, (b) teaching program, (c) grade leadership, (d) participation in departmental administration, and (e) contributions to the department. The use of specially colored paper stock (such as blue legal binding paper) helps identify the form. One of these forms is distributed to each staff member toward the end of the term, and upon return by the

teacher is filed away for repeated use and future reference. Thus, a single sheet will, in effect, contain a case history of the teacher's professional life over a number of years.

## Stationers' Manuals Now Available to Schools

Business instructors, especially those having salesmanship courses, will be interested in the comprehensive how-to-sell-it manuals being issued by the National Stationery and Office Equipment Association.

Each manual—there are seven to date—treats the selling of one stationery product, gives historical information, evidences of quality, marketing appeals of that product, and so on. These manuals were prepared exclusively for the use of members of the Association in training programs for their store salesmen. They are brisk in tone, generously illustrated, printed in two colors, and punched for a standard binder. Manuals contain, in addition to factual information, questions, glossary, and "leader's guides" for setting up courses based on the contents of the manuals.

• *Some business teachers have seen one or more of these manuals. To see them is to want them. The Association has therefore agreed to make copies available to schools at the same purchase price that members of the Association pay.*

The manual, "How to Sell Stationery Satisfaction," is recommended especially for any person going into any type of retail selling; it is priced at 50 cents. The other six manuals, which cost \$1 each, cover "Filing Supplies," "Loose Leaf," "Blank Books," "Fountain Pens," "Visible Records," and "Posture Seating." Manuals should be ordered from the Association headquarters, 740 Continental Building, Washington, D. C. Author of the manuals is Homer Smith, former business teacher and author of the "On Your Desk" feature series in *Today's Secretary* magazine.

• *Special Values:* Secretarial teachers will find these booklets valuable for supplementary information about the tools of the secretary. Distributive education teachers will find them (and especially "How to Sell Stationery") fine sourcebooks for students preparing demonstration sales talks.





TWO MODEL CLASSROOMS, one a typewriting room and the other the model office-practice room shown above, were features of the National Business Show. Dream Rooms, teachers called them; but dreams are coming true in many schools.

## National Business Show Features Two Model Classrooms and New Equipment

The National Business Show, sponsored this year by the Office Executives Association (the New York chapter of NOMA), attracted a record attendance of 132,387 to its spectacular exhibit of business machines and equipment at New York City's Grand Central Palace.

Top points of interest in the Show were two model classrooms, designed by a committee headed by Dr. Peter L. Agnew (New York University) and equipped partly by New York University but mostly by the manufacturers whose equipment was included.

■ **Office Practice Room**—The room was designed expressly to avoid the appearance of a traditional classroom. A reception room (background, right) and a teacher's office (background, left) were separated

from the rest of the room by the use of "bank" partitioning, to create the effect of a large office.

• **Furniture** included latest types of desks and comfortable adjustable chairs on castors:

- 1 Executive desk, gray, metal
- 1 Executive chair, aluminum
- 2 Secretarial desks, 60" by 30", double pedestal, typewriter at left
- 3 Side chairs for office and reception room
- 9 Single-pedestal, fixed-bed typewriting desks; typewriter 29" from floor
- 5 Single-pedestal clerical desks, 45" by 30"
- 8 Tables, 26" high, 24" by 30", for calculating machines
- 28 Posture chairs, aluminum, foam-rubber cushioned seats, plastic cover

• **Equipment** included telephones, a telephone switchboard, and:

- 2 Noiseless typewriters
- 4 Electric typewriters
- 1 Long-carriage typewriter
- 7 Standard typewriters, various makes
- 2 Key-driven calculators
- 2 Rotary calculators
- 1 Full-keyboard adding machine
- 1 Ten-key adding and calculator
- 5 Transcribing units, voice recorders
- 1 Dictating unit, voice recorder
- 1 Stencil duplicator
- 1 Fluid duplicator
- 3 Five-drawer files, gray, metal
- 3 Three-drawer files, gray, metal
- 1 16-mm. sound motion picture projector
- 1 Portable projection table

• **Construction** of the 22 by 45-foot room provided:

**Ceiling**—acoustical board

**Lighting**—flush, fluorescent

**Floor**—asphalt tile

**Washstand**—hot and cold running water, soap dispenser for regular liquid soap, and soap dispenser for special liquid soap for fluid duplicators

**Paint**—restful light green

**Electric outlets**—multiple outlets on walls controlled by master switch located in teacher's area

**Switchboard**—plug type, minimum of five pairs of plugs; ten phones in room



TEACHERS, SECRETARIES, but mostly office executives swarmed around exhibits, studied newest models, saw demonstrations, picked up brochures of all kinds.

**Chalkboard**—Green plastic, aluminum case  
**Bulletin board** — cork, aluminum frame, 3 by 4  
**Motion-picture screen** — roller type, wall  
**Supply cabinet**—built in, or metal

■ **Typewriting Classroom** — The model typewriting classroom, designed to serve both beginning and advanced classes, was much more orthodox, although handsome.

The machines were all of one make, to simplify the teaching problem; the planners assumed that opportunity to use other makes would be provided in the office-practice course.

The machines were placed on metal desks, with three-drawer, right-hand pedestals. An adjustable posture chair accompanied each desk.

The room provided acoustical ceiling, fluorescent lighting, and asphalt tile floor, like the office-practice room; and this room, too, was painted light green.

Equipment included:

- 1 Double-pedestal executive desk, gray, metal
- 1 Executive-type posture chair
- 30 Single-pedestal typing desks, metal with linoleum top
- 1 Demonstration stand
- 31 Standard typewriters
- 1 Table, 60" by 30" for teacher's use
- 30 Posture chairs
- 1 Metal cabinet or built-in cabinet for supplies
- 2 Five-drawer filing cabinets
- 1 Motion picture projector, 16 mm. sound
- 1 Screen, on roller, wall
- 1 Portable projection table

■ **Using the Model Rooms**—Classes were held in the model rooms during many hours of the Show, students being drawn from local colleges and high schools and being taught by teachers from those schools and colleges.

The rooms had glass partitions along the outer sides, so that spectators could watch the classes at work or view the room while it was occupied. This made it possible for teachers to conduct classes in a reasonably normal fashion while the spectators observed.

## New Salesmanship Contest Announced

The annual "Selling as a Career" essay contest sponsored by the National Sales Executives Association has been announced by President Robert A. Whitney. National chairman of the contest will be the same man who conducted it last year: Harry Bowser, of Thomas A. Edison, Inc.

• **Prizes** include a first prize of \$1,000 plus an all-expense-paid trip to New York for three days. Second prize is \$250; third, \$100; and the next seven, \$50 each. The teacher sponsoring the first-prize winner also gets a free trip to New York, along with \$100. Only students of junior or senior high school level are eligible.

• **Purpose** of conducting the contest, explains Mr. Whitney, is "to provide strong incentive for American youth (1) to explore the importance of selling to our high standard of living, and (2) to consider the field as a career."

• **Criteria.** Chairman Bowser made it plain that literary excellence is not the primary aim. "Clear thinking, originality, sincerity, and material from students' personal experiences and research have more importance," he stated. Local Sales Executives Clubs have been instructed to give students all the information and help possible.

The contest, Mr. Bowser emphasized, is noncommercial. It involves no products and no propaganda for economic, political, or special-interest groups. The contest has been approved by the National Association of Secondary School Principals.

• **Judges** for the essay contest are Dr. Alexander J. Stoddard, Los Angeles Superintendent of Schools; Mr. Fen K. Doscher, vice-president of the Lily-Tulip Cup Corporation; and Dr. Herold C. Hunt, Chicago Superintendent of Schools.

• **Last year** 18,000 high school students in 404 schools took part in the contest. Winner was 17-year-old Johnny Stacer, of Dallas, Texas, whose winning essay was published in the September issue of *BUSINESS EDUCATION WORLD* (page 43).

• **Full details** may be obtained from local Sales Executives Clubs or from the national headquarters of the National Sales Executives, Hotel Shelton, 49th Street and Lexington Avenue, New York City 17, New York.



# 50 Business Educators Confer to Achieve Research Coherence

—the results may affect your teaching

ALAN C. LLOYD

Editor, Business Education World

More than 50 business educators, many with national standing as leaders in research and in associations, met at Clear Lake Camp (the former Kellogg Foundation Camp, now operated by the Battle Creek, Michigan, Public Schools) on November 3, 4, and 5, to shape up a program for bringing coherence into research efforts in business education. From the Clear Lake Conference, which was informal and unofficial, came recommendations that can lead to new and important developments in business education.

■ **Background**—By and large, research in business education has been a matter of direction by local institutions. Each of the score or more of teacher-training centers that have graduate programs runs its own show. In most schools, masters and doctors candidates select their own topics for research, with little attention given to correlating researches so that collectively they complement one another.

There are some notable exceptions. At Indiana University there is in process a series of doctoral studies that summarize research findings in each field of business education. At New York University, three studies are under way to validate different parts of the UBEA-NOMA Business Entrance Tests; and a fourth parallel study is under way at Teachers College, Columbia University. Some other institutions are encouraging studies in series, also; but most directors of research programs, in their sincere guardianship of the right of a degree candidate to select and conduct his own study, have made little or no attempt to direct candidates' selections or study patterns.

The result has been that, despite the fairly large number of masters and doctors studies completed each year, tremendous opportunity has been neglected. The studies are like closeup details of a large painting—interesting, important, and valuable of themselves; but, to date, most studies do not together make one clear picture. There are gaps.

The purpose of the Clear Lake Conference was to explore the possibility of filling in the gaps and of

setting up "problem areas" that would be divisible into separate research studies.

■ **Problem of Correlation**—There are many agencies in business education already conducting research.

- *Delta Pi Epsilon* now has chapters on each of 19 campuses, and each chapter is responsible (a) for conducting a chapter project, which may be either a service project or a research project, and (b) for helping degree candidates by co-operating in experiments and multi-school studies. DPE conducts an annual research contest, also, as a stimulant for more and better research; and the Oklahoma A. & M. chapter publishes research reviews.

Delta Pi Epsilon has, as a principal purpose, the conduct, stimulation, and dissemination of research in business education.

- *The Research Foundation*, one of the four divisions of UBEA, is also organized to conduct, stimulate, and disseminate research in business education. The Foundation sponsors two of the four quarterly issues of the *National Business Education Quarterly*, primarily to report on researches.

The Research Foundation is now co-operating with NOMA in the validation of the National Business Entrance Tests and recently polled its members to ascertain the direction the members would like to see new research efforts take.

- *Business Education Research Associates*, the new group recently set up to inventory successful practices in the private business school field, has made several studies and has embarked on an ambitious publishing program.

- *Many associations* that sponsor publications—the UBEA (*Forum*), the EBTA and NBTA (*American Business Education Quarterly*), and many state business education associations—are duplicating each other's effort to report the outcomes of research. Most of the associations have, as a plank in their constitutions, the objective of sponsoring research investigations.

- *The National Association of Business Teacher-Training Institutions*, whose membership includes most of the graduate-course schools, issues bulletins that review important researches in detail and

publishes periodically a list of researches in progress.

The big problem, therefore, is not to reduce research or to hamper the activities of any of the institutions and organizations sponsoring it, but rather to correlate the research activities to eliminate duplication of effort (especially in disseminating news about completed researches and findings) and to synchronize researches so that they articulate with one another.

■ **A Conference Is Called**—So, the University of Michigan chapter of Delta Pi Epsilon, sparkplugged by Dr. John M. Trytten, sponsored an invitation conference. Each chapter of DPE was invited to send delegates, and the various divisions of UBEA were invited also. Others were asked simply because their interest in the subject was well known. Altogether, 150 invitations were extended, and more than 50 of these were accepted.

- *A large lodge* at the Clear Lake Camp was made conference headquarters; and here the conferees relaxed in old clothes, talked long and informally, enjoyed good food and good company, and worked hard.

- *Just before* the conference began, the national executive board of Delta Pi Epsilon held a meeting, and one activity at that meeting was to establish a committee to represent DPE in any co-ordination activities that might be defined for it. Dr. Herbert A. Tonne is its chairman.

- *The conference* was itself a neat example of "group dynamics." It began after dinner on Friday night with a session devoted to outlining what the conferees would like to accomplish.

On Saturday the first session was devoted to grouping the conferees in discussion teams, each of which had a particular "assignment." Late Saturday morning and all Saturday afternoon, the committees worked on their problems and reports; on Saturday evening, each committee reported its findings.

On Sunday morning, the entire group reviewed its discussions and ended up with specific recommendations.

■ **Outcomes**—Agreement on the fundamental need for correlation of

research effort was spontaneous. The only disagreement was on the question whether DPE or the UBEA Research Foundation should bear the initiative for correlation—and even here the discussion was dispassionate since nearly everyone present was a member of both organizations.

The group passed a resolution calling for the UBEA Research Foundation to take the initiative and asking the Foundation to undertake a ways-and-means study of the whole problem. Specifically, the Foundation was asked to give attention to the following:

- *Definition* of problem areas that can be divided into separate but connected research projects for theses or for group (such as DPE chapters) investigations.

- *Elimination* of duplication in research and research reporting.

- *Development* of some "standard patterns" for conducting researches, so that parallel and comparable studies can be made of different phases of business education or of one phase but in different parts of the country.

- *Publication* annually of a list of all masters and doctors studies in business education in process and newly completed.

- *Inventory* of all agencies and facilities for sponsoring, financing, and conducting business education research. The Foundation was urged to solicit research funds from large charitable foundations.

- *Organization* of a systematic method of reporting research findings to teachers.

- *Consolidation* of findings from time to time, "so we business educators will know where we stand."

- *Administrative structure* for correlating research activities. The Foundation was asked to study the mechanics of making correlation possible.

- *Sponsorship* of research projects. The conferees expressed admiration for the Foundation's present programs but urged the Foundation to outline new projects in which the co-operating groups could get started.

■ **Looking Ahead**—With the preparation of the foregoing recommendations, and the final action of asking Doctor Trytten to duplicate and distribute a review of the conference to each person attending and to forward the recommendations to the Foundation, the conference ended.

- *The significance* of the conference won't be known for some time—the UBEA Foundation does not

meet until next month, for one thing. But to find so many leaders interested in combining their research direction, so many organizations willing to co-operate, and so much talent ready to move in a common direction is to encourage the belief that a sense of coherence is in the offing. And that would be good for progress in business education.

■ **Conferees**—Among those attending the conference were the following:

- *From Iowa State*, Arthur Allee and William J. Masson.

- *From the University of Pittsburgh*, George Anderson and Frank Sanders.

- *From the University of Chicago*, Ann Brewington.

- *From the University of Michigan*, Fred S. Cook, Robert N. Cross, Frank W. Lanham, Hugh Pierce, Mrs. Irene Place, and John M. Trytten.

- *From Indiana University*, H. G. Enterline, Elvin S. Eyster, and H. H. Green.

- *From Wilberforce University*, James S. Few.

- *From Teachers College, Columbia University*, Hamden L. Forkner, president of the International Division of the UBEA.

- *From the Paterson, N. J. State Teachers College*, M. Herbert Freeman, president of Delta Pi Epsilon.

- *From Pennsylvania State College*, James Gemmell.

- *From Ohio State University*, J. Marshall Hanna, Charles B. Hicks, Wayne House, and Inez Ray Wells.

- *From Capital University*, Harm Harms.

- *From Bowling Green University*, E. G. Knepper, Olive Parmenter, and Galen Stutsman.

- *From Ohio Wesleyan University*, Tora M. Larsen.

- *From Oklahoma A. & M.*, Robert A. Lowry.

- *From Ball State Teachers College*, Forrest L. Mayer.

- *From Michigan State College*, Lyle Maxwell.

- *From the University of Kentucky*, Vernon A. Musselman.

- *From Western Michigan College*, Arnold E. Schneider.

- *From Michigan State Normal*, at Ypsilanti, Edith A. Erikson.

- *From Ohio University (Athens)*, Doris Sponseller.

- *From New York University*, Herbert A. Tonne.

- *From Women's College*, Greensboro, North Carolina, Rowena Wellman.

- *Other teachers*: Bernice Dowdle (Battle Creek), Elsie

Freitag (Dearborn), N. Dorothy Lunger (Detroit), Alene A. Lynch (Bay City), Mary E. Plunkett (Herzl Junior College, Chicago), F. Alison Spence (Saginaw), Mary Lou Stelter (Dearborn), and Helen Walter (Lansing).

- *Others*: Hollis Guy, executive secretary of UBEA; Alan C. Lloyd, editor of the Gregg magazines; Jack Milligan, Michigan state supervisor of business education; Lyle White, Michigan representative for Gregg; and L. J. Whale, Detroit supervisor of business education.



## Now: Stereopticons for Sales Presentations

Newest approach to a visualized sales presentation is the use of three-dimensional "Stereo-Viewer" kits, adopted by the Meyercord Company, of Chicago, to enable their salesmen to make an easier, more attractive presentation of Decals.

Each salesmen is equipped with a light, compact kit containing viewing apparatus and sets of photographic slides showing in full color the actual use of Decals on trucks, tank cars, large machinery, and windows. Decals, most familiar to consumers as glass and wall decorations, are widely used in industry; and it is to supplement the presentation of the industrial salesmen that the kits are used.

The kits are intended to give the customer the benefit of actually seeing many types of locations and surfaces where Decals may be used to advantage for nameplates, signs, truck lettering, and product decoration. Reports from the field: "Extremely favorable reception" by both customers and salesmen.



## Problem and Answer

This contribution indicates three facts: (1) why businessmen must be given training in the technique of dictating; (2) how such training may be given on the collegiate level; and, if you can read between the lines, (3) how occupational experience gives a business teacher real insight into personnel-training problems. Secretarial and office-practice teachers will want to read the first half of this article to their advanced shorthand students. Business English and correspondence teachers will want to read much of the material to their students. Every collegiate instructor in business management will find ideas he will wish to share with his classes.

# Dictators Are Made, Not Born

CLARABELLE McDERMAND

State Normal and Industrial College  
Ellendale, North Dakota

One of the quirks of modern business management is the fact that so much effort is put into training stenographers to take dictation and so little into training their bosses to give dictation.

"Just as soon as a man gets to the place where he has something to write about," a businessman friend said to me, "management assumes that he can write."

■ **Practices of Poor Dictators**—It is astonishing to observe the placid acceptance of the illusion that anyone can dictate a letter, given a swivel chair and a stenographer. Too often, I have found, the efficiency of a well-trained stenographer is reduced by the poorly organized activities of the person who dictates to her.

• I recall being interviewed by the office manager of a large cracker-manufacturing concern. A young man who had worked his way through the manufacturing and shipping departments of the firm was being brought into the office. He had arrived at "the place where he had something to write about." He needed a stenographer. He dictated a few letters to me to determine my ability to take and transcribe, but the dictation proved to be a test of his ability to dictate.

While his superior looked on with the pride of a father in the antics of a first-born, this very capable young man demonstrated that he did not know how to compose a good letter. He used time-worn business jargon as a crutch to swing into poorly constructed sentences. His voice was muffled by an embarrassment akin to stage fright.

• A young instructor was made registrar of his college. I furnished him with student help and occasionally took confidential letters that he

did not wish to trust to a student. Even his experience as an instructor of freshman English was not sufficient to prepare him for his role of dictator. His letters were too long. He paused frequently to grope for words, to rephrase sentences, to look up additional information, and to visit pleasantly with his stenographer. He had an excellent mind and rich resources to draw upon, but he had not learned how to express his ideas clearly and concisely.

• Another instructor agreed to give one of my students dictation. Later I learned that he thought it too much trouble to dictate directly to the girl and so had given her a handwritten script to copy.

• For two years I was secretary to the sales manager of a large concern. He had had no formal education beyond the eighth grade but had fought his way to his present position by sheer ability to get things done. The office manager cautioned me to edit this man's correspondence so that his ideas might be expressed in clear English but with the force and personality of the man retained.

This was sometimes hard to do. It was difficult to avoid feminine phraseology and school-teacher English. He was very indignant with me one day because I wrote, "You've the world by the tail going downhill."

"That," he declared, "was the exact opposite of my meaning."

It was, too. What he had said was, "You've got the world by the tail on a downhill pull." He had turned his head away at the crucial moment, or mumbled around his cigar, and I was left holding the tail.

• I shall never forget Fritz, who always ended his letters with, "Awaiting your reply, we are yours respectively." His signature was an undecipherable flourish, and I often wondered what the customers called him—certainly not "Fritz." We girls called him "Yours respectively" (be-

hind his back, of course). He always told the customers to "return back" any item that they found defective.

• Mr. Raleigh was the nervous type. He would come to the door of his private office and call, "Come in now, Miss, I got a little dope for you."

He would lean back in his swivel chair, put his feet on the desk, and clasp his hands behind his head. Rolling his chew of tobacco into his cheek, he would begin, "Dear John: You've got to get over into that southwest territory and see if you can get a few more orders." Down would come his feet, and "plop" he would spit into the handy spittoon.

Frequently, the phone would ring. Often it was a man at the credit bureau, who usually had a fund of spicy stories to pass on. Whenever he called, I knew I could take time out to go to the water cooler, file my nails, or visit a little with the book-keeper.

Mr. Raleigh had rarely assembled all the necessary information for the composition of his letters. Right in the middle of one he would send me to the files or leave me waiting while he went himself. It never occurred to Mr. Raleigh to arrange his correspondence in the order in which he wished it written and mailed out. He would dictate for an hour, and as I closed my notebook, he would say, "Get that letter to Walker out first" or "Don't forget to give that carbon copy of the Miller letter to Leroy."

Late in the afternoon, when I began to think that I might get that pile of correspondence out before closing time, he would come out to my desk and dictate a "rush." While I typed it, he would pace up and down; then he would grab it, sign it, and perhaps take it over to the mailbox himself.

• When Mrs. Rufus Dawes was national chairman of the Federation of Women's Clubs, I had the pleasure of working for her for a while. Experienced in club work as she was, the task of dictating was a new experience for her. It took her some time to adjust. As a public speaker, she had had a type of experience that was helpful, but she needed aid in many details.

■ **Whose Letter Is It?**—But, do I hear you say, "Isn't that what a secretary is for?"

It is true that the executive must rely on his secretary to take care of minor routine details; but if he is to stamp his correspondence with his own personality, he must learn how to get his own ideas across in clear and concise language, how to plan

his day, how to organize his materials, and how to use the stenographer's time to the best advantage.

There is an art in handling materials effectively. Acquiring *any* art requires study and practice, and the art of dictating is no exception. The schools have done a pretty good job of preparing stenographers and secretaries, but schools and colleges are not doing nearly enough to prepare people to dictate letters.

- *Illustrative of the discrepancy* between training stenographers and training dictators is the kind of training program offered by some of the manufacturers of voice-recording equipment. At least two of the leading manufacturers offer twenty-record courses, of which eighteen records give directions for stenographers on the use of the machines and two consist of assignments in dictating to the machine. Why this training is offered to the transcriber rather than to the dictator I have never learned. Perhaps the manufacturers expect the stenographer to train the dictator!

All that the voice-writer manufacturers offer the dictator is some instruction on how to operate the machine, plus a few hesitant suggestions on voice modulation. What's needed is the well-organized course in extemporaneous letter composition.

- *Meanwhile, businessmen are dependent* on their stenographers. Many a new man on a job is carried along by the help of an experienced stenographer who knows the dictator's work better than he does. Men have told me, many times, that they would have been entirely lost in taking up a new job without the help of such a secretary.

■ **Some Suggestions for Action**—The schools can help shorten the period of adjustment for newcomers to the executive field by offering realistic training in the extemporaneous composition of letters.

- *There are many ways* to give such training. A business English course or a business-letter-writing course that consists mainly of reviewing grammatical construction and studying the "theory of letter composition" is not enough. Basic to training in dictation is practice in oral composition and dictation.

Dictation takes practice. Moreover, it's not just a matter of quantity; some businessmen dictate for years and years and never do become good dictators. Dictation skill takes the right kind of practice.

- *At De Paul University, Professor Norman Sigband* has devised a



Miss McDermid: "Teach them to dictate"

good plan: He assigns students to individual practice on voice-recording machines, and he provides them with a check list for evaluating what they dictate to the machines. He has a laboratory assistant who helps the students, too. Periodic check-ups on the recordings enables Professor Sigband to follow students' progress closely.

At the University of Nebraska, Dr. Mamie Meredith follows a similar plan, using Professor Sigband's check list.

- *At North Dakota State Normal and Industrial College*, I am fortunate in having a dictating machine for the use of my students. The machine is in a small, private room; the students can practice dictation in privacy and overcome their self-consciousness. The recordings can be played back for analysis of faults.

The arrangement helps. Students learn to speak clearly. They get practice in composing letters extemporaneously.

There are some differences between the technique of dictating to a machine and dictating to a stenographer, but there is enough similarity that the carry-over from machine dictation practice really does help eliminate many of the difficulties in dictating to a stenographer.

- *While teaching at Doane College* a few years ago, I made an arrangement to give the senior Economics students opportunity to dictate to some of the girls in the advanced dictation classes. These young men needed careful coaching to prepare them for the task.

I found it hard to convince the young gentlemen that it does not help to write out what they are going to say and then to read the message to the stenographer. Once convinced, however, they learned to jot

down notes, to formulate strong sentences quickly, and to dictate concisely and clearly.

- *The newer textbooks* on business letter writing offer units on dictating, but the older ones do not. Two years ago, I examined twenty texts; I found only five that dealt with the problem. Two other books have since appeared, however, both giving suggestions on how to dictate.

- *Boys who "hate" English*, you will find, respond affirmatively to business English when you approach instruction from "the dictator's side of the desk." For a college-level class, this approach is the only logical one.

- *The big key* for giving effective practice in dictating seems to be the use of a voice-recording machine. Dictating to secretarial trainees is good practice, although sometimes hard on the secretarial trainees; and this kind of practice might best follow practice on voice recorders. But the voice recorder, which can be played back to reveal voice and mannerisms and phraseology, is fundamental to skill in dictation.

So, you need a voice recorder. Your classroom should have dictating booths. You may have to change your textbooks and alter your course outline, but you can, as many others have, do these things. The results are worth the effort.

The following materials, you will find, will be a great help if you do decide to take action.

#### TEXTBOOKS

- Aurner, R. R., *Effective English in Business* (Cincinnati: South-Western, 1940), Chapter XXIX.  
 Conant, W. H., *Letter Writing in Business* (New York: Gregg, 1945), Chapter VII.  
 Dictaphone Manual  
 Ediphone Manual  
 Green, Z. E., *Writing in Business* (New York: Holt, 1941), Chapter III.  
 Opdyke, J. B., *Take a Letter Please!* (New York: Funk & Wagnalls, 1938), Chapter III.  
 Shurter, R. L., *Effective Letters in Business* (New York: McGraw-Hill, 1948), Chapters I-IV.  
 Williams, C. B., *Effective Business Writing* (New York: Ronald Press, 1947).

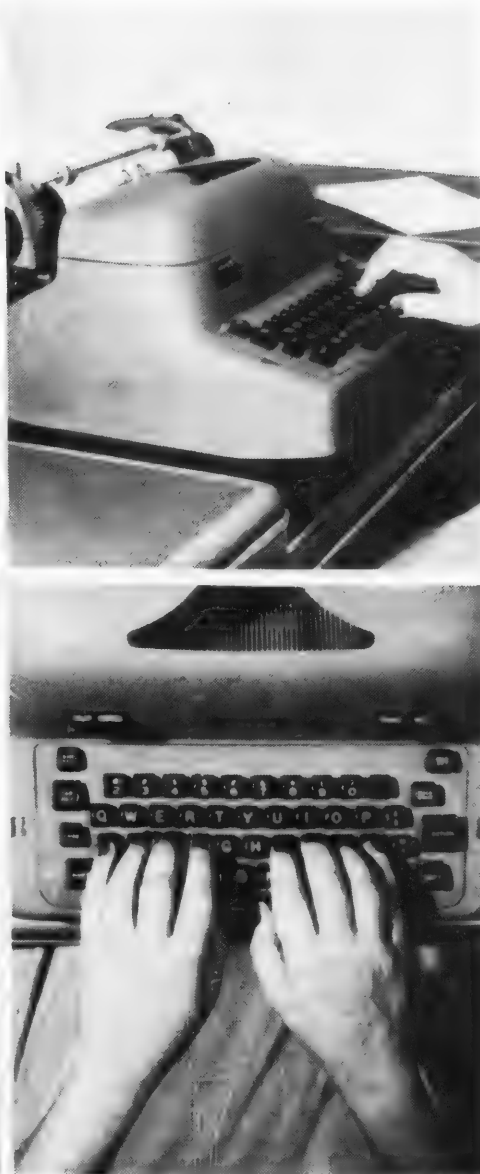
#### PERIODICALS

- Herbst, Dorothy, "How Does Your Secretary View Her Job?" *The Office Economist*, Vol. XXIX, No. 3, 1947 (Jamestown, New York: Art Metal Construction Company).  
 Callahan, Joseph, "Dictation is a Two-Way Affair," *The Office Economist*, Vol. XXVII, No. 4, 1945.

#### VISUAL AIDS

- "Take a Letter Please," DeVry Films, 1111 Armitage Avenue, Chicago 14 (sound-motion film, \$2.50 rental).





Pictures, courtesy of I.B.M.

CHAMPION Margaret Hamma Dillmore (record: 149 w a m an hour) shows that operating fundamentals are same on electric as on manual: posture erect, comfortable distance from machine, feet braced on floor, wrists slightly lower than knuckles, fingers in natural curve and square above keyboard. If you can teach manual typing, you can teach electric typing, for—

## Methods of Teaching Electric Typing: The Familiar Techniques Still Apply

H. OTIS BLAISDELL  
School Service Department  
International Business Machines Corporation

The mounting interest in electric typewriting, both by business executives and by teachers, has led many experienced teachers of typewriting to ask, "Would I be able to teach electric typing?"

The answer: If you are a good teacher of manual typing, you will doubtless be a good teacher of electric typewriting.

The reason: Nearly all the procedures, devices, kinds of material, plans for motivation, and other ele-

ments with which you are now familiar are identical in teaching electric typewriting. A few things are different — and the things that are different are also *easier*. They are differences you will welcome.

■ **Fundamentals Are Still Fundamental**—The basic emphasis on technique, on *expert* technique, as the goal of instruction at the outset of learning is still as important as ever.

• **Posture.** Take posture, for example. Every teacher of typewriting knows that correct posture is imperative in learning the correct operation of the manual machine.

It is equally so in learning the correct operation of the electric machine. You will still be saying to your students, "Sit erect. Keep your arms relaxed. Keep your feet squarely braced on the floor. Sit directly before the machine."

The problem of height of the machine in relation to height of the chair is still the same for each learner. The forearms should be at about the same slope as the keyboard on any machine. The fact that some of the electric machines have a less sharp slope will need to be taken into consideration. By and large, the less slope a keyboard has the lower the typewriter can be placed. Should your school be one of those not yet equipped with desks and chairs of varying heights or with adjustable tables, you will quite likely find that your standard-height table, low for a manual machine, is just about right for an electric typewriter.

• **Sticking to the Home Row.** The sequence of introducing the keyboard reaches and the various machine controls is the same on an electric as on a manual machine—your textbook serves as before.

Some of the drills you are familiar with for increasing expertness in the carriage throw will be eliminated, of course, since the "technique" of throwing the carriage on an electric typewriter consists of flicking the right-hand small finger against the return bar. Doctor Rowe is certainly accurate when he says, "Valuable time is saved, and there is little need for locational-security drills such as we must give beginners, 'to make sure you return your left hand to the correct position.'"

While students are learning the reaches to the keys and operative controls, you will doubtless continue to direct students to maintain a home-key position. But, because electric keys need but a touch to activate them, students should not be taught to hug the keys tightly. On a manual machine, a hesitant beginner often half depresses the home keys in his determination to maintain a tight home position; this is not desirable on an electric machine—but then, it isn't really desirable on a manual machine, either!

As soon as the initiation of reaches is completed, students should be taught how to *graze* the guide keys occasionally—the instant of time while the carriage return is being effected is a good time—for position

\* John L. Rowe, "Methods of Teaching Electric Typing: Carriage Return and Service Controls," *BUSINESS EDUCATION WORLD*, November, 1950, p. 123.

reassurance; they should not be taught to "stick tight" to a home-key position.

This, however, is not a technique peculiar to electric typing. More and more thoughtful teachers of typewriting are wondering whether the habit of holding *tight* to a home-key position may not actually retard the development of speed and accuracy. No true expert holds tight to a home-key position when typing at a high rate, whether he uses an electric or a manual machine.

The writer has oriented thousands of office workers to electric typewriters; and almost invariably his first suggestion has been: "Relax. Don't strain to hold a home-key position. It isn't necessary to hold it. Simply touch the guide keys momentarily to get your position before beginning to type. While typing, raise all your fingers slightly above the keys. This will give you the free-and-easy finger motion for fast, accurate work."

• **Relaxation.** As in manual typewriting, the art of relaxing is an important element in learning to type-write efficiently. It is easier to achieve on an electric machine.

All teachers of typewriting admonish their students to keep their arms, shoulders, hands, and fingers relaxed. It is an admonition that has to be made frequently, for continuous typing over a period of several minutes develops tensions as untrained muscles become fatigued—on a manual machine, considerably; on an electric machine, slightly.

It isn't enough, however, to tell students to "keep relaxed." In training such experts as Margaret Hamma, the writer found the most effective instruction for helping relaxation was simply to have the operator drop her hands to her sides and let them hang there loosely for a few moments. Try this yourself—right now. Drop your arms to your side. Note how quickly your arms relax. Note how your fingers relax, too, and curve naturally and gracefully; they do not curl. Look at those fingers; they are in the right, the naturally curved, position that you want them to have when they are placed on the keyboard. With your fingers in this naturally curved position, bring your hands up as though to a typewriter keyboard—and you see the proper finger pose, the one that will help you make fast finger strokes, use correct touch, and eliminate waste motion.

That device for achieving relaxation is just as successful on an electric as on a manual machine.

■ **Stroking Is Still Stroking**—The

H. OTIS BLAISDELL, author of this article, was the first man to win both the American and International typewriting championships, the first to write at 100 w a m for an hour without error, and the first to win an International Contest at over 100 net w a m (109). He won the World's Championship twice. Long a student of speed typing, he trained Margaret Hamma, holder of the highest official one-hour record (149 w a m); Stella Pajunas, present World's Champion; and many other famous speed typists.

art of expert typing still consists of finger movements, and every device that you have used to speed up finger motion will be as useful in teaching electric typing as it has been in teaching manual typing.

• **Rhythm Drills.** Having students warm up at the beginning of a class period by writing a line or two of the experts' drill—

a;sldkfjghfjdksla; sldkfj (etc.)

—is still unsurpassed as a device for "getting the fingers flying," and doing so rhythmically.

To get the maximum value from the exercise, the motion for making the finger reaches should originate in the knuckles, with the movement largely confined to the fingers, since the fingers can move quicker and more easily than the hands or arms. This is much easier to do on an electric machine, of course, since the keys will activate readily without your using the weight of your hand; finger motion will do it all. Any time you want to convince someone of the advantages of electric typing, have them type the rhythm drill on the electric!

• **Stroking Practice.** It is just as important as ever for the learner to be taught to strike keys squarely in the center. He must use a quick touch, one in which the finger relaxes almost the instant the key stroke is on its way. It is just as important to release keys quickly as it is to strike them fast, and that is as true on an electric as on a manual machine.

The difference in using the electric is that less muscular tension is required to activate the keys; relaxing the finger after the stroke, therefore, is much easier and much quicker to effect. One reason that the electric operator can always switch to a manual machine and type well is that operating an electric develops what might be called "the professional touch."

The correct stroke is important in developing high production rates. The faulty, hesitant stroke is the one that causes errors, causes the keys on a manual machine to collide and

stick, causes imperfect or unsatisfactory carbon copies. One reason that businessmen are adopting the electric typewriter for office use is the increased production that results from "the professional touch" that electricians encourage. Moreover, the operator, relieved of any concern for unevenness of typing or any possibility of poor carbon copies, can concentrate on the material being typed. Thus, speed.

• **Electric Stroking.** One device that will be helpful in your developing very rapid typists on electric is telling students to "point" their fingers at the keys for which they are reaching. They do not actually straighten the finger, of course; but the *feeling* and *mental control* attendant to the thought of pointing the finger will do minor miracles in encouraging speed during the learning stages and will result in a higher degree of accuracy, too.

The practice routines by which you help your students speed up their stroking and build word-level typing are just as effective on electric as on manuals. The typing of familiar, high-frequency phrases is excellent. Having students type "did the . . . did the . . . did the . . . their turn . . . their turn . . . their turn . . . they find . . . they find . . . they find . . . but they did . . . but they did . . . but they did . . ." and so on, will help fluency and speed.

Hesitancy in locating letters can be overcome by the familiar device of typing an alphabetic sentence, like "A quick movement of six pilots would jeopardize the big enemy squadron," with the learner making an effort to type especially smoothly. After several repetitions, the learner will exceed the individual-stroke, jog-trot rhythm and involuntarily start to speed up, to "ripple" the familiar combinations of *of* and *would* and *the*, so that the typing begins to flow in the "rippling rhythm" of the expert typist.

• **Troublesome Combinations.** The use of corrective practice on combinations that cause the student to slow down, to "fumble," to make errors, to "stumble," is a pattern familiar to every typewriting teacher. The procedure is just as serviceable on the electric as on the manual machine. Teaching students to select troublesome words for intensive practice is good training.

■ **Repetition Still Builds Speed**—Although the electric machine is engineered to facilitate speed and ease of typing, the basic method of developing a learner's skill is composed of the teaching techniques you are now using for building speed.



• **Repetition.** Intelligent repetition, with conscious effort to improve speed or stroking or accuracy or whatever may be the immediate objective of practice, is still a No. 1 skill-building device. One of the devices we use in training champion contestants is having the trainee take a paragraph and type as much as will fit on a 70-space line; repeat it over and over, until it is typed with unhesitant fluency and with perfect accuracy; then take another "70-spaces' worth" and practice it; and so on until the paragraph is completed. Sometimes it is good to use just three "70-spaces' worth" at a time, and to repeat the three lines until a noticeable gain is effected before starting on a new triplet.

All the familiar uses of timed writings and their attendant devices will prove valuable to you. Keeping records of speed progress, using short space-setting timings before longer pace-maintaining timings, using call-the-throw drills, using copy weighted with high-frequency words, and so on, are as much a part of the training program in electric typewriting as in manual typewriting.

■ **Different Things Are Easier Things**—The job that the engineers of the electric typewriter have faced is this: how to get the machine to do more of the work. To that end, they introduced electricity to do the work. Electricity pops the keys to the paper, snaps the carriage back, does the work that is fatiguing.

As a result of this, some things are different in operating the machine. Key stroking, while no less important, does not require hours of practice for developing the right "professional touch." Carriage returning—there's nothing to it; and the old drill that all typewriting teachers use for "snapping" the carriage back and "speeding your hand back to the operating position" can be dispensed with. As Doctor Rowe recently stated, those two objectives of so much typing practice—stroking and carriage returning—can just about be forgotten.

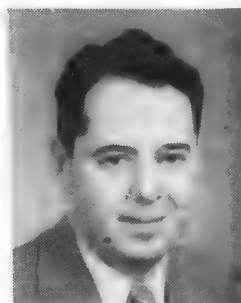
■ **Conclusion**—Can you teach electric typewriting? If you can now teach manual typewriting, you'll find it even easier to teach electric typewriting. It will be a lot more pleasant, too. For one thing, the pace of progress is so fast that students feel rewarded and are enthused—and so is the teacher.

If you can teach manual typewriting and are willing to forget carriage-throw drills, you know just about everything you need for teaching electric typists.

## January Bookkeeping Awards Program

A warmup for the International Contest

• MILTON BRIGGS



**THIS MONTH'S CONTEST** problem is a trial balance especially designed to serve as a warmup exercise for the big International Bookkeeping Contest problem that will be published here next month. (See the announcement on page 215.) You won't want to miss that Contest, with its cups, cash prizes, pins, and other honors; students who do well on this problem can be optimistic about the International Contest.

**USING THE PROBLEM.** The monthly bookkeeping awards program sponsored here by BUSINESS EDUCATION WORLD has two objectives: to recognize student achievement through the certificate and O.B.E. pin series (junior, senior, and superior), and to stimulate a competitive spirit in every bookkeeping classroom through BEW's provision of a special prize (O.B.E. pin) for the best paper prepared by any student whenever 15 or more students qualify on the same contest problem. A complete description of how to use problems and the honors that can be earned was given in the November issue of BUSINESS EDUCATION WORLD, page 128.

**DIRECTIONS FOR STUDENTS:** Assume that you are bookkeeper for Harry's Hobby Shop. The proprietor, Harry S. Winn, employs you to record all transactions in his business, post the original entries, and prepare trial balances. The problem lists the accounts that summarize the bookkeeping records for the year ended December 31, 1950. Prepare a trial balance of differences from the information given. List the accounts in order, according to these classifications: Assets, Liabilities, Proprietorship, Income, Cost of Merchandise, and Expenses.

CONTEST PROBLEM				TEACHER'S KEY	
Account	Titles	Debits	Credits		
Sales	\$	79.09	\$30,943.45	Cash	5 533 71
Merchandise Inventory (Jan. 1, 1950)		3,570.19		Petty Cash	75 00
Purchases		18,947.77	117.05	Accounts Receivable	1 811 68
Payroll		4,373.60		Merchandise Inventory	3 570 19
Taxes		411.66		Prepaid Insurance	118 76
Rent		1,200.00		Equipment	2 425 00
Delivery Expense		176.89		Reserve for Depreciation of Equipment	261 29
Supplies Used		485.79		Notes Payable	1 500 00
Telephone		69.01		Accounts Payable	1 356 29
Prepaid Insurance		118.76		Taxes Payable	232 04
Repairs of Equipment		78.13		Harry S. Winn, Capital	5 281 16
Equipment		2,425.00		Sales	30 864 36
Cash		35,715.73	30,182.02	Purchases	18 830 72
Petty Cash		75.00		Delivery Expense	176 89
Accounts Receivable		1,973.22	161.54	Heat and Light	335 00
Accounts Payable		19,852.24	21,208.53	Payroll	4 373 60
Notes Payable			1,500.00	Rent	1 200 00
Heat and Light		346.11	11.11	Repairs of Equipment	78 13
Reserve for Depreciation of Equipment			261.29	Supplies Used	485 79
Taxes Payable			232.04	Taxes	411 66
Harry S. Winn, Capital			5,281.16	Telephone	69 01
					39 495 14 39 495 14

**Good-by, Arithmetic** According to the best information available to BEW, Kaiser Gordon was the first person to publish an article about the nonarithmetical method of planning the horizontal placement of tabulations. His contribution was a feature of the June, 1937, issue of BEW, and his plan has since come to be widely used. In the new contribution below, he outlines a nonarithmetical method for planning vertical placement; and BEW forecasts that this idea, too, will come to be popular. Test it for yourself!

## The Line-Spacer Method of Achieving Vertical Placement Without Arithmetic

KAISER GORDON  
Flushing High School  
Flushing, New York



Ever since I was a child, I've heard the expression, "There's more than one way to skin a cat." I never bothered to look up Mencken's explanation or interpretation of this curious bit of Americana, but in time it came to mean to me the equivalent of, "There's always an easier way."

■ **Avoiding Arithmetic**—Teaching tabulation was one problem that started me looking for "an easier way." My experience was no different from that of every other teacher of high school typewriting students. My students learned the steps in the traditional method of planning and computation; but a finished product, perfectly centered, was a rarity. Analysis disclosed that, in the majority of cases, the error was caused by faulty addition, subtraction, or division. The problem was to find another way to "skin the cat."

After many false starts, a solution to the problem was found in presenting tabulation as an extension of centering technique, eliminating the arithmetical steps completely.<sup>1</sup> That method disposed of the arithmetic in horizontal placement of columns; but *how about the vertical placement?*

Teachers with whom I've discussed the matter and who soon found the "centering" method of teaching the horizontal portion of tabulation a vast improvement on the "traditional" method, continued blithely to revert to the "traditional" arithmetical method of centering *vertically*. They taught their students to count lines and spaces to be used, to subtract that figure from 66, and then to divide the remainder

by two. Rarely did they ask, "... and is there an easier way to present vertical placement, too?"

Of course there is. In fact, there are at least three methods in addition to the "placement by inspection" method employed by experienced typists.

■ **Two "Artificial" Methods**—Two of the three methods are "artificial," paralleling the horizontal method of centering.

- *The first method* has the typist creasing the paper to determine the vertical center of the paper, inserting the paper so that the crease or center mark is positioned at the writing level of the machine, and then turning the platen or cylinder back one space for every two lines or spaces to be used in writing the tabulation or other material to be centered.<sup>2</sup>

- *The second method* is like the first, except that it is for those teachers who are purists and who object to creasing a paper (my own typing teacher was one such). This alternate artificial method requires using a folded slip of scrap paper the same size as the problem paper as a ruler for marking the problem paper. If you do not want to mark the paper, simply insert both papers, with the marked or creased scrap paper extending slightly to the right of the problem paper.<sup>3</sup>

■ **The Easy Line-Spacer Method**—There is, however, a simpler, more direct "functional" method. This follows the "traditional" method up to just before the point of the arithmetical processes of subtraction and

division, but at this point we employ a new device, as follows:

- *The paper is inserted* with the top edge at the line scale and with the line-spacer set for single spacing.

- *The number of lines and spaces* to be occupied are counted in the traditional manner, but then, beginning with the next number beyond the total count of lines and spaces, and counting by two's, strike the line-space lever ONCE for every count until we reach 66 or (in the case of an odd number) 65. A check will disclose that the paper is at the proper line level to start writing according to plan.

- *An Example.* Let me illustrate: The count of lines and spaces in a typical problem ends with, let us say, the number 27. Starting with the verbal count of 28, space once; continue COUNTING BY TWO'S and SPACING ONCE for each count—30 (space), 32 (space), 34 (space), 36 (space), 38 (space), 40 (space), and so on to 62 (space), 64 (space), and 66 (space) STOP.

We have arrived at the writing point for the first line. The same method can be used for the vertical centering of a facsimile letter, a tabulation, or any other problem requiring vertical centering.

■ **Advantages of the Line-Spacer Method**—This method has five distinct advantages:

- *First*, and foremost, it eliminates the bugaboo of subtraction and division. All the student has to do is count.

- *Second*, two operational steps are saved. If the student uses the "traditional" method in the above problem, he must still space down 19 spaces from the top edge of the paper after subtracting and dividing. By the line-spacer method he

<sup>1</sup> Kaiser Gordon, "Teaching Tabulation as Centering," BUSINESS EDUCATION WORLD, June, 1937, p. 775 ff. See also Katherine Humphrey, "Tabulation Backspace Technique is Faster, Better," BUSINESS EDUCATION WORLD, February, 1950, p. 298 ff.

<sup>2</sup> See Katherine Humphrey, "Simplified Vertical Centering in Typing," BUSINESS EDUCATION WORLD, December, 1948, p. 219 ff.

<sup>3</sup> Or, if you use Webster's "Micrometric" carbon paper, which has a scale extending on the right side, you need only drop to line 33 on that scale, to arrive at the vertical center. —Editor



combines all three operations in one — subtracting, dividing, and spacing down simultaneously. Thus, time is saved.

• *Third*, we have eliminated two possible opportunities for mechanical error in computation—error in subtraction from 66, and error in division of the remainder.

• *Fourth*, the responsibility for judgment is removed from the student in the situation where the total of lines and spaces in the plan results in an odd number. The student is not confronted with the problem of whether to go down 19 ( $66-27=39$ , which divided by 2 results in  $19\frac{1}{2}$ ) spaces or 20 spaces.

• *Finally*, students learn the mechanical steps quickly and develop accuracy and facility in their application.

The line-spacer method works. Try it yourself with the following illustration, in which "X" represents a blank space between writing lines:

#### J. D. BROWN FURNITURE CO.

	X
367 Main Street	X
	X
Spring Furniture Sale	X
	X
	X
Column headings	X
Suites	X
	X
Club Chairs	X
	X
Wingback Chairs	X
	X
Occasional Chairs	X
	X
Coffee Tables	X
	X
End Tables	X
	X
Drum Tables	X

The total of lines and spaces is 24. Start with 25 and count by two's while single spacing, as follows: 25 (space), 27 (space), 29 (space), 31 (space) . . . etc., 61 (space), 63 (space), 65 (space) STOP.

Now write out the problem and see whether it is properly centered vertically; or, mark the paper where you reached 65 (space) STOP, do the problem by the "traditional" arithmetical method, and space down the number of spaces indicated after subtracting and dividing. The variation, if any, will not exceed one space.

Yes, "There's more than one way to skin a cat," and "There's always an easier way." For the problem of vertical placement, the "easier way" is the line-spacer method.

## New Business in Business Law

• I. DAVID SATLOW

**OUR ATOMIC AGE.** Since our ushering in of the Atomic Age, unprecedented legislation regarding atomic energy has been passed, undreamed of controls are being provided for, and still more are in the offing. The Federal Atomic Energy Act has set aside provisions of the patent laws, established new policies for public lands, and authorized investigations and inspections without the consent of property owners. Quite a departure from the traditions of our legal system!

The problem of keeping up with legal developments in the field of atomic energy is so Herculean that the Matthew Bender Company of Albany undertook the publication of a loose-leaf legal service on "Atomic market turns against him. Oh, for intelligent consumer education!"

The service, now in its fourth year of publication, has three basic sections—United States, International, and Foreign—and covers statutes, reports and hearings, regulations, decisions, and published articles and books. We are happy to find a service of this kind available, but we hope that "top secret" matters are not made accessible to our enemy by means of this convenient research service!

• • •  
**SUBSEQUENT IMPOSSIBILITY OF PERFORMANCE.** Ever since the little episode at the thirty-eighth parallel in Korea, an increasing number of contracts—particularly oil contracts—have been including the clause, "The seller shall not be liable for failure or delay in the supply or delivery of fuel oil to the buyer caused by *war*, [italics ours] strikes, fires, floods, or by the failure or delay of any company upon which the seller is dependent for supplying fuel oil."

The language appears innocuous enough, but covers practically every type of contingency. The word strike can save the vendor many dollars nowadays. Sellers who are particularly careful add the phrase, "or by any cause whatsoever not within the control of the seller." A clause of this kind virtually gives the seller *carte blanche* to break the contract if the market turns against him. Oh, for intelligent consumer education!

• • •  
**PROVING YOUR AGE.** A gentleman of our acquaintance recently applied for Social Security benefits. After a brief wait for the processing of his application, he was informed that before his rights to any benefits could be established, it would be necessary for him to prove his age. Reasonable enough!

Evidence of the date of birth can be established by means of a birth or baptismal certificate; notification of registration of birth in a public registry of vital statistics; a hospital birth record; a foreign church or government record; a signed statement by the physician or midwife who was in attendance at birth, as to the date of birth shown on their records; or an entry in the family Bible, or other family record, certified by a notary public.

In the absence of such records, any of the following will be accepted: naturalization record; vaccination record; insurance policy; labor union or fraternal record; application for marriage license or church marriage record; signed statements from persons who have knowledge of the date of birth; voting registration; poll-tax receipts; or driver's license. The various documents submitted were to have been issued prior to August 10, 1939. The older the document, the higher its probative value.

• • •  
**ORGANIZED BASEBALL A MONOPOLY?** Not so many months ago, Danny Gardella had dropped his suit against organized baseball for allegedly violating the anti-trust laws. As part of the settlement, our contending ballplayer received a settlement of some \$50-to-\$100 thousand and a contract to be reinstated in baseball.

Of course, with this settlement, the basic issue of whether or not organized baseball is in violation of the anti-trust laws has not been settled. Suffice it to say that the settlement was sufficiently significant to cause Commissioner Chandler to remark that it "is cause of real rejoicing on our part. . . . If I were a drinking man, I'd go out and get drunk."

As to the penalties involved—treble damages to every professional ballplayer for the difference between what he could have earned if there were no monopoly in restraint of trade and what he actually did earn. This is but one phase of the entire question that was avoided through the Gardella settlement.

## The Core of Thought

Business arithmetic teachers have long noted that students have a difficult time with the "business" in business arithmetic. Sometimes the burden of clarifying both the business concepts and the mathematical concepts, tied and twisted together in many relationships, seems almost impossible. The writer, who is author also of a popular textbook on this subject, explains why the applications of arithmetic to business are difficult, offers suggestions for clarifying the intricate relationships, and recommends a new approach to teaching pupils how to solve application problems.

## How You Can Help Your Students Understand Business Arithmetic

WILLIAM L. SCHAAF  
Brooklyn College  
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It is well known that infrequently used facts and skills tend to disappear quickly, while ideas and meanings are relatively permanent. It is also well known that information can be "taught" with but little effort, and that skills can easily be "learned" in a very mechanical way. But to achieve genuine understanding is quite another matter, both for the teacher and for the pupil.

**■ Comprehension and Meaning—**In the field of business arithmetic, "understanding" may involve (a) purely mathematical concepts, or it may involve (b) business concepts. When we deal with business ideas and mathematical concepts, the understandings of both kinds of ideas are intimately related.

It is generally agreed that some understanding of mathematical concepts and relationships must precede the understanding of related business or socio-economic ideas. Business or social situations, insofar as they involve mathematics, can be comprehended only to the extent that the number relations involved are understood. The meaning of number is a necessary prerequisite to the meaning of the social situation. Without an understanding of number concepts and mathematical relationships, the "application" to a realistic business situation is virtually meaningless.

Actually, the business situation should not be thought of as an application of an arithmetic relationship; instead, comprehension of the business relationship should grow out of the mathematical insight. Some of these complex relationships will be illustrated by references to a few important topics of business arithmetic.

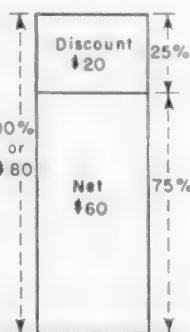
• **Commission.** Suppose we wish to find how much a salesman must

sell in order to earn \$60, if he is paid a straight commission at the rate of 4%.

To answer this question intelligently, the pupil must of course know the facts about selling and commission. But to handle these facts he must also understand certain ideas, as, for example, the meaning of: base; rate; per cent of; percentage;  $P = B \times R$ ;  $B = P/R$ ; relation of a part to a whole; equivalence of common fractions, decimals, and per cents; that division of a number by a proper fraction yields a quotient greater than the dividend; that  $B > P$  when  $R < 1$ .

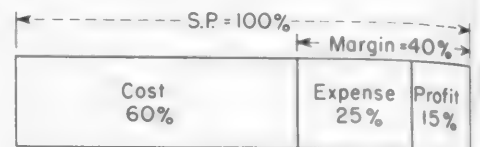
• **The topic of discount** requires even greater understandings. The term discount is used in a variety of ways, as trade discount, cash discount, retail discount, and quantity discount. In all of these uses, the same basic idea is involved. The pupil must also know the meaning of such things as list price, invoice, marked price, sale price, net amount, and so on.

But for real comprehension, he must also understand (a) that the word "discount," even in ordinary parlance, basically implies a lessening or decrease; (b) that any original or initial amount is represented by 100%; (c) that the rate of discount, however expressed, uses the original amount as the base; (d) that such phrases as "1/3 off," "25% reduction," "less 10%," "2% for cash," etc. connote take away; and (e) that net means "2/3 on," "75% left," "90% remains," "98% still due," etc.



Clinching the meaning of initial

and net, distinguishing between amount paid and amount saved or between amount of discount and rate of discount are greatly facilitated by the use of simple but telling diagrams.



• **Markup, Margin, and Profit.** Understanding the real meaning of markup, or margin, and profit, again involves understanding complex relationships.

There is little value in merely memorizing certain definitions, together with such formulas as:

$$M = S - C, \text{ or } S = C + M;$$

$$M = O + P; S = C + (O + P);$$

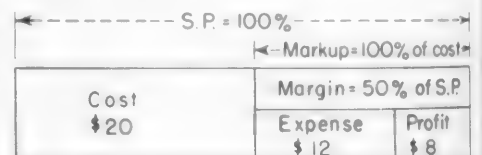
$$P = S - C - O.$$

What is important is that markup means literally what it says—an advance arbitrarily made by the merchant in fixing the selling price higher than the cost.

The margin thus created between these two amounts also means literally what it says—"elbow room" or "working space." This margin is constant as long as the selling price is not reduced; the operating expense and the profit may vary, the one increasing as the other decreases, but their sum is constant.

Comprehension of the relationships expressed by the formulas leads to understanding of the business concepts and terms; the use of diagrams facilitates comprehension of the relationships.

Once the relationships are understood, there should be no confusion in meaning between per cent of markup and per cent of margin, which are the same for a given item only when it is sold for precisely what it costs.



Neither should the per cent of markup or the per cent of margin ever be regarded as the per cent of profit. The per cent of profit is never the same as the per cent of markup; it is the same as the per cent of margin only if there are no selling expenses.

• **Interest on Money.** In connection with interest on money, most pupils can glibly write the formula



$I = P \times R \times T$ . With equal verbal facility, most can give the definition that "interest is money paid for the privilege of using someone else's money." It is doubtful, however, if many pupils truly understand the nature or meaning of  $R$ , or really know *why* the three quantities are multiplied. They do not understand the mathematical relationships of these business terms.

It is true that  $I$  is a mathematical function of  $P$ ,  $R$  and  $T$  (or, to use standard notation, of  $P$ ,  $i$  and  $n$ ). What students must be helped to understand is that  $i$  is related to  $I$  and  $P$  as a parameter:  $I/P = i$ , or  $I = iP$ .

In other words, the amount of interest per unit interval of time (i.e., the interest rate) is really the constant ratio of the amount of interest paid to the principal; or, it is the fractional part of the principal to be paid.

This approach requires thinking of  $i$  as a common fraction or a decimal, as well as a per cent. Thus at 5%, for  $n = 1$ , we have  $i = I/P = 5/100 = 1/20 = .05$ , or  $I = .05P$ ; hence:

$$\begin{aligned} A &= P + I \\ &= P + .05P \\ &= P(1 + .05) = 1.05P, \\ &\text{or } 105\% \text{ of } P. \end{aligned}$$

Moreover, when  $n = 2$ , this becomes

$$\begin{aligned} A_2 &= P + P(2i) \\ &= P(1 + 2i), \end{aligned}$$

and, in general,  $A_n = P(1 + ni)$ .

Such an approach, perhaps not initially, but certainly before long, is likely to yield greater insight into the true nature of "interest." Furthermore, it prepares the way for understanding the nature of compound interest and its relation to simple interest—a concept that is commonly learned more or less mechanically or possibly even incorrectly, as, for example, when a pupil comes away with the notion that compound interest is "interest earned on interest."

**■ Problem Solving**—Teaching pupils how to solve "verbal problems" in mathematics is one of the most discouraging tasks ever faced by a teacher.

• **Wrong Approach.** We often think of problem-solving as a separate aspect of teaching, as a "topic" by itself. That is the first mistake. Problem solving should be regarded as an integral part of the whole program.

A second mistake is to confound a verbal problem with a real problem. A problem in arithmetic has been defined as "a quantitative situation described in words in which a definite question is raised, but for



William Schaaf: "Computation is mechanical"

which the necessary arithmetic operation is not indicated." That's precisely the rub: a *verbal description*! That is emphatically *not* the way in which we encounter problems in real life.

In the third place, the "question that is raised" is likely to be quite arbitrary or unnatural from the pupil's point of view.

Psychologically, when we are confronted with a problem, we are annoyed by some uncertainty, some doubt, some ignorance. In the case of an arithmetic "problem," the uncertainty of the moment is not the question that is asked but rather what mathematical operations are required to answer that question. Herein lies the nub of the matter.

*Success in solving problems lies in the ability to recognize mathematical relationships in various guises, and, in particular, in recognizing how the quantity sought is related to the data given.* Once this relationship has been recognized, the required arithmetical operations are then known, and there is no longer uncertainty; the problem is solved. The rest—the computation—is simply mechanics.

Since we rely so heavily upon the verbal description rather than the actual situation itself, we see at once the overwhelming importance of (a) adequate reading comprehension, (b) mastery of appropriate vocabulary, (c) effective visualization of relationships, and (d) experience with the realities of life.

• **Wrong Problem - Solving Formula.** How then shall we teach problems so as to cultivate problem-solving ability or power? We may dismiss at once the ineffective formal analysis: "(1) What is given? (2) What is to be found? (3) What process must I use? (4) Now solve it. (5) Check the answer."

Such a stereotyped formula is worse than useless. The sober fact of the matter is that we learn to solve problems by solving problems, not by learning techniques for solving problems. Not only techniques but also "clues," are to be avoided. And above all, teachers should never encourage the recognition of "types" of problems.

• **Right Problem-Solving Formula.** A far more promising approach would seem to lie along the following lines. Cultivate the disposition and habit of thinking:

1. What does the problem mean? Do I understand the situation that is described?
2. What am I asked to find?
3. What other quantities are needed in order to find it? How are these quantities and the unknown quantity related?
4. Are all these other needed quantities given in the statement of the problem? If not, can the missing quantities be determined from those that are given?
5. Knowing how the various quantities are related, I now know what equation to write or what operations to perform.
6. Before doing the computation, estimate the answer by using rounded numbers. Are there any limitations imposed on the answer by the conditions of the problem?
7. Do the work carefully. Is there any other relation which can be used as a check?

Although this shift in emphasis may seem slight, it is nevertheless fundamental. Instead of thinking, "What do I want to find? What is given? How shall I use it to find what I want?" the pupil should think, "What do I want to find? What other quantities are involved? How are they related to what I want to find? Are they given?"

**■ Conclusion**—To sum up, we may point out that relational thinking deals primarily with the logical content of experience. As such, it is the essence of mathematics. This applies with equal force to elementary school arithmetic and to business arithmetic on the high school level.

In short, genuine understanding in mathematics is a continuous process, subject to growth; it is an emergent phenomenon, manifesting increasing precision and refinement as it develops. Not all individuals can attain the same level or degree of understanding; but, whatever degree is reached, such meaning or insight is a very different body of achievement from mechanically performed skills or memorized verbal responses. This is the crux of the emphasis on teaching for meaning and understanding in mathematics.



From materials compiled by  
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## Q-SAGO Pattern

If you are teaching a course in general or elementary business training or in consumer education, you will welcome the suggestions incorporated in this month's teaching outline. The goals presented are the standard ones included in all of BEW's long series of Q-SAGO articles. For each goal, leading questions are suggested for directing students' interest and study so that answering the questions will enable the class to achieve the goals. After each group of leading questions, specific activities are suggested as means for dramatizing, displaying, interpreting, and "doing something about" the answers to the leading questions.

# An Outline for a Pupil-Activity Unit on "Building or Buying a New Home"

## ■ Reasons for Including Unit—

- *There is a need for better understanding of what one gets and does not get when he purchases a home. A study of this problem is not only personally informative to the learner but leads to new appreciation of the services of home builders.*

- *More people than ever are buying homes these days, as national indices indicate, and so there is double value: More students have an interest in the subject area, and more students can contribute to parents' decisions.*

## ■ Purposes of the Unit—

- *To acquaint students with the characteristics of quality in homes, space economy, and similar considerations.*

- *To orient students and set the stage for subsequent study of home financing, borrowing money, etc.*

- *To stress the need for "comparative shopping" when purchasing a home.*

- *To achieve the goals indicated below, by the activities suggested.*

## ■ Leading Questions and Pupil Activities to Achieve Specific Goals—

- *Goal 1: Understanding the Service Nature of Business.*

QUESTIONS: What different kinds of homes are there? Which kinds do we live in? Which types are becoming popular in our community? Where are new homes being built? Who is building them? Who designs them? Who decides how much a home should cost? What businesses exist by giving services to home builders?

ACTIVITIES: Display of homes and plans from *Better Homes and Gardens* and similar magazines. Photographs of "Where We Live." Diagram giving analysis of homes

advertised for sale in local papers. Panel on "Geography and Homes."

- *Goal 2: Recognizing Place of Business in the Community.*

QUESTIONS: What are homes built of? Where do the materials come from? Who in our community handles these materials? Could we build homes without their help? Who built your home? What different craftsmen help build homes? Are many employed in our community? Do these craftsmen "serve" us?

ACTIVITIES: Diagram of community, with location of building suppliers, new developments, transportation to new developments, etc., indicated. Tabulation of best-known local construction firms. Chart showing what different craftsmen contribute in building a dwelling. Poster showing impact of a new industry in the community and its attendant need for new homes. Field trip to lumber yard, brick yard, etc., with committees watching for vocations and methods of operation.

- *Goal 3: Understanding Our Interdependence.*

QUESTIONS: What would happen if a big industry in our community went bankrupt? If people refused to buy homes? If builders refused to construct homes? How does prosperity help all along the line? What home construction does our community need? At what price level? How do banks make home-building possible?

ACTIVITIES: Survey of average number of persons per room in our school district. Report on the contribution made to home building in our community by banks, hardware stores, lumber yards, etc., following interviews with employees at those

places of business. Oral report diagnosing service given to home building by newspapers and advertising space given to newspapers by home builders.

- *Goal 4: Understanding the Consumer's Position.*

QUESTIONS: What should consumers know about building materials? home planning? The merits of building a home vs. buying a new home or buying an older home? Is it better to rent a home or purchase one? Is it better to rent an apartment? How can one finance a home? How does the Government help veterans? Why does the Government do this?

ACTIVITIES: Chart showing the distribution of the money one pays for a home. Poster showing the results of paying \$75 a month rent or \$75 on a home purchase for 15 years. Report on Government aid to veterans, FHA, etc. Panel on "Is It Better to Rent or Own?" Illustrated talk on "Conveniences a Woman Wants in a House," or "How to Get a Game Room in Your House." Talk by building man on how to read building plans. Skit on "Mama Wanted Cupboards."

- *Goal 5: Sharing Explorations in Vocations.*

QUESTIONS: What construction careers are involved in home buying? What business careers are involved in running a construction firm? What business careers are involved in renting or selling houses to people? What training is required of persons in these careers? What salaries do they make?

ACTIVITIES: Diagram indicating the contribution made by every person involved in planning, building, and paying for a new home. Talk by



a local realtor, with emphasis on realty careers and what they involve. Dramatization of "John Jones Buys a House." Reports on careers in which students' parents or relatives are engaged in the home-building industry. Chart: "Who Earns Money Because of Homes—and How Much?"

• **Goal 6: Improving our Personal Skills and Tools.**

**QUESTIONS:** What personal skills are needed to sell a home? purchase one? build one? How does arithmetic apply in building or selling a home?

**ACTIVITIES:** Problems in commission, in measurement. Drawings of "The Home I'd Like to Have," with attention to neatness and scale measurement. Chart on what it costs to furnish a home of so-many rooms. Chart indicating changes in cost of a home when various materials are changed—copper for steel plumbing, wood for brick, tile for composition shingles, etc. Demonstration of realtor's sales talk, of realtor's dictation. Spelling contest on vocabulary of buying and selling or building dwellings. Filling out bills of sale and contracts.

• **Goal 7: Improving Our Personal Characteristics.**

**QUESTIONS:** For each vocational field in the home-selling and home-buying fields, what personal traits are needed? Do we have them? How important are accuracy, honesty, etc.? How important is reputation?

**ACTIVITIES:** Poster showing traits and careers. Discussion on career opportunities for various students in the class. Report of interviews with realtors, to determine traits preferred for their office workers and salesmen.

■ **Introductory Approach—**

• Discussion started because family of a student in the class is seeking a home, or because new development or housing project is in the news.

• Field trip to survey business involved in building construction.

• Bulletin-board display of "Homes of Tomorrow."

■ **Possible Immediate Measures of Achievement—**

• An objective test, devised according to your major emphases.

• A project, selected by the student from any of the activities suggested in the foregoing.

• Participation in activities, reflecting growth in view of the goals previously cited.

• Contest-quiz, based on the leading questions, to reveal whether class activities have achieved the goals of the unit.

**Special Series** For some years Louis A. Leslie, coauthor of Gregg Simplified and author of innumerable articles, texts, and teacher's manuals for teachers of shorthand, has been compiling materials for a new "How to Teach Shorthand" professional book. One chapter of that new book will deal with common fallacies in the teaching of shorthand. Because the material is extraordinarily interesting and because it will be some time before the new book is available, BUSINESS EDUCATION WORLD has obtained permission to present these fallacies in a special series that began last month and will run for several issues.

## Fallacies in Teaching Shorthand, 5-6

LOUIS A. LESLIE  
Shorthand Consultant  
The Gregg Publishing Company

■ **Fallacy No. 5: "You Must Read Back Everything You Write"—**

This fallacy is founded on another curiously defeatist fallacy. For the advice to "read back everything you write," the justification is offered that, by reading back everything you write, eventually you will become so accustomed to the flaws in your own shorthand writing you will learn to read your own bad outlines!

• This is a defeatist attitude, because it assumes that nothing worth while can be done to improve the shorthand. This also implies the further fallacy that all your shorthand writing is equally bad and illegible. Thus, there is a nest of fallacies that must be unwound all at once.

To begin with, there is no value in reading back everything you write. Once it is written, it is written; reading back is not going to help matters. An occasional test of the learner's progress is all that is necessary—a five-minute dictation, transcribed either in longhand or on the typewriter and checked back carefully against copy. Such a test should be given at least once a month—never more than once a week. The record of those tests is the proof of the progress made by the learner.

The only value to reading back in class is that an occasional reading back in class will keep the dreamy learner awake, will keep the lazy learner doing his best, and will give the good learner a chance to shine in class. For these purposes, however, very little reading back is a great deal. Each reader should read only a few sentences; that is all that will be required to show how well he can read. If the pupils know that a few pupils will be called on at random each day, they

will work just as hard as though everything were read back.

• In any shorthand class, time is the most precious commodity, precious because of its rarity. If the teacher has 80 periods of 40 minutes in a semester, that is only 3,200 minutes. If everything is read back, many of these rare and precious minutes are wasted—minutes that might otherwise have been spent on further dictation for further increases in writing skill.

If the student has trouble reading the notes at 80 words a minute, the real trouble is nearly always merely that he can't write 80 words a minute very well. As soon as he can write 100 words a minute, let us say, he will have no trouble reading his notes taken at 80 words a minute.

Therefore, the best solution to the problem is to take the time for additional dictation to bring his speed up, instead of spending the time attempting to learn to read poor shorthand notes.

Nothing can be more dismal and discouraging than the attempt to struggle through poorly written, illegible shorthand notes. The clock ticks drearily along while the sufferer stands in miserable silence, fruitlessly wishing he could read the



Mr. Leslie: "Less reading back, please."

outlines and thus gain release from his torment.

The teacher, feeling like a surgeon performing a painful but beneficial operation, supervises the sufferer, while the remaining thirty pupils in the class waste their time.

- *In most classes, five minutes a day is more than enough time to spend on reading back. All the rest of the time may profitably be spent on additional speed-building dictation. The extra margin of speed gained thereby will do more to improve the learner's notes at any given speed (and therefore his ability to read those notes) than any amount of reading back.*

Once in a great while, a learner will be found whose notes are really too poor to read, no matter how slowly they have been written. Reading back everything he writes, or attempting to read back everything he writes, will be only a waste of time for such a learner. That learner was not properly trained in the elementary shorthand class. If that learner is to be salvaged, it will be by practice designed to improve the quality of his shorthand writing rather than by the discouraging struggle to read unreadable notes. Such cases are rare, however, and belong definitely under the head of remedial work.

- *Conclusion: "Reading back everything you write" merely wastes time without any adequately compensating benefit. Spend the time on further speed-building drill that will give the pupil more time to write more careful notes at any given speed and the notes will become readable. Test the progress of the work by one to four five-minute speed tests a month. Read back only enough so that the learner never knows when he may be called on to read back, thus giving him a strong inducement to put forth his best effort on every dictation.*

The average learner's ability to store up outline responses of this kind is very limited, however. Even the best learner or office stenographer will have a real shorthand vocabulary of perhaps a thousand words for which the shorthand outlines have been automatized. In general, these words will come from that small hard core of the English language with a few odd streamers flying out toward the illimitable periphery of the language. Nearly every writer happens to remember a few odd outlines. They may be words belonging to the vocabulary of some hobby of the writer's, or sometimes they are remembered for no reason whatsoever. These may be

disregarded because they are few in number and of limited value.

The Horn-Peterson count gives almost 15,000 different words found in a count of 1,500,000 running words of business letters. This is not an exhaustive list; the continuance of the count would have extended the list gradually. But it is clear that the stenographer cannot have an automatic shorthand vocabulary of 15,000 different words. The expert shorthand reporter who takes dictation drawn from a much wider area of the English language certainly cannot have a ready-to-use vocabulary of 25,000 to 30,000 outlines.

■ **Fallacy No. 6: "Retain the Dictation"**—Special drills have been devised to develop word retention. The double fallacy involved here is (first) that no drills are needed to develop the ability to remember a reasonable number of words, and (second) that in most shorthand writing the ability to retain words is of little real value.

- *Word retention, as such, depends largely on the nature of the material and the writer's understanding of it. A sentence like the one immediately preceding this one will be difficult for most pupils to remember and reproduce because it will not mean much to the average pupil and because sentences with parenthetical expressions like the *as such* in the preceding sentence are always more difficult to retain. That sentence contains only eighteen words, but it will be much harder for the student to remember than the following eighteen-word sentence, which runs along smoothly and which pertains to matters with which the pupils are thoroughly familiar: "The boys and girls are going to go out to play ball as soon as the rain stops."*

Why can they retain and reproduce the one eighteen-word sentence but not the other? Because one is an easy sentence and the other is a difficult sentence. If they are tested on the difficult one, the verdict would be that "their word retention is poor." If they are tested on the second sentence, the verdict would be the opposite.

Most of the special drills devised to develop "word retention" (or, as it is sometimes called, "word-carrying ability") call for dictating one sentence that the pupils keep in mind, not beginning to write until after the dictation of a given number of words. This is not at all difficult—the difficulty comes when the writer must be writing one sentence and storing up another

sentence in the mind to be written later.

This situation normally occurs only when the writer is unable to keep up with the dictator.

- *To make a bad matter worse, the writer who is storing up material in his mind is unable to write as rapidly as though he had nothing to do but write. Therefore, the farther behind he gets, the more he has to store up in his mind; and the more he stores up in his mind, the farther behind he gets.*

- *The most interesting part of all the solemn attempts to devise drills to develop word-carrying ability is the fact that unavoidably but apparently unwittingly most teachers have been giving the very best kind of drill for that purpose. When writing anywhere near the top of his speed, any writer finds himself constantly falling a little behind and then catching up as the speed decreases or as he reaches an easier spot in the dictation.*

If the teacher is using a speed-forcing plan, almost every dictation will provide practice in retaining words. This is practice in the life situation, the most useful kind of practice. To the extent that word-carrying ability can be developed or is worth developing, that is certainly the way to develop it. Actually, however, almost every pupil already possesses the ability within the limits of his understanding of the words to be carried and the context in which they are given; and the ability itself is seldom of much value under ordinary dictation conditions.

It must be understood, of course, that no one can write an outline in shorthand as the word is pronounced by the speaker. The best writer is always at least two or three words behind the speaker. The average writer will often be half a dozen words behind the speaker. This is not what is meant by "word-carrying ability." This is merely keeping the pipeline full. By word-carrying ability is meant the practice of keeping the reservoir full as well as the pipeline, and it is that practice which seems of doubtful utility in most cases.

- *Conclusion: Nearly all pupils possess the ability to carry in the mind a fair number of words when they understand the words and the context in which they are presented. The ability to do this, however, is seldom of use because, unless the speaker soon stops speaking, the writer gets so far behind that he will lose some of the dictation.*

(Continued next month)





MRS. EDITH HAYTER, personnel director of the W. M. Whitney and Company store in Albany, is interviewing Donald McDonald for a retail store position. Mary Eade (left) and Marion Oliver observe the interview, which has been prearranged by the author, and take copious notes. Miss Eade, Miss Oliver, and Mr. McDonald are a committee of three; and after the interview, they will construct a scenario of the interview and enact it before their classmates. That's—

## How to Use Interview Dramatizations to Help Students Apply for Jobs

R. S. KNOUSE

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Whether from high school, private business school, or university, the student needs practice in applying for a position in order to approach his first job interview with confidence and assurance. This confidence and assurance is necessary if the applicant is to impress his prospective employer favorably. Many jobs are lost because the applicant lacks poise and business "know-how."

A thorough study of *How to Apply for a Position*, *How to Prepare for the Interview*, *Techniques of Interviewing*, etc., is fundamental; but study is not enough in itself. Students need practice in applying these principles.

It is often difficult to provide sufficient job-interview experience for students preliminary to graduation and to application for a position. However, much valuable experience can be gained by the dramatization in the classroom of several student job interviews. This implies that provisions shall be made for students to have actual job interviews and that these interviews shall then be dramatized in the classroom for the benefit of all of the members of the class.

**Program for Interview Dramatizations**—The following is a description of a technique used with

success by students in the distributive-education classes at the New York State College for Teachers, Albany. It covers the following recommended steps:

1. Contact personnel directors for student interviews.
2. Organize class into interviewing committees.
3. Discuss principles of the job interview.
4. Send committees for interviews.
5. Dramatize and discuss interviews in the classroom.
6. Summarize techniques used in interviewing.

This project is used in applying for retail store positions, but it can easily be adapted for use in applying for office positions, industrial positions, and other vocational employment.

• **Contact Personnel Directors.** The instructor should first contact owners, managers, or personnel directors for assistance in giving students experience in a job interview. Experience shows that best results are obtained when the teacher explains the details of the plan to the business executive and makes appointments for the students.

• **Organize Class into Committees.** It is best to organize the class

into interviewing committees of three or four students. It is true that not all of them will have the same experience during the interview, but the over-all results are better because of the higher quality of the dramatization. Three or four persons in collaboration will usually present a better dramatization than that presented by one or two students.

• **Discuss Principles of the Job Interview.** The principles of the job interview should be thoroughly discussed in class. Particular attention should be given to local practices as revealed by either a community survey or a personal survey by the instructor. The alert teacher will continuously seek this and other information as he makes contacts with local merchants and businessmen.

• **Students Undergo Job Interviews.** Each committee should apply for a specific position at the appointed time and place. While one student assumes the role of applicant, the other students should record the actual interview. This is an excellent opportunity to use shorthand; but, if the students are not proficient in shorthand, it is possible to get enough information through longhand notes.

After this interview with the personnel director or other business official, the committee should write up the interview, attempting to duplicate it as nearly as possible. Preparation should then be made to dramatize the interview in the classroom. One of the members of the committee should assume the role of the interviewer, while the applicant duplicates his role.

• **Dramatize the Interview.** A member of the committee should introduce the dramatization to the class. The interview should then be conducted before the class in the same manner in which it was conducted in the employer's office. At the conclusion of the dramatization, all members of the committee should be prepared to answer questions, and general discussion should follow.

• **Summarize Techniques Used.** After each committee has had an opportunity to present its dramatization at successive class meetings, the high lights of the entire project should be summarized by the group. With this method, the class will have had an opportunity to observe, practice, and discuss current techniques of interviewing. This should give the student more information and more confidence

than the usual discussion method of teaching. The informed student is a confident student, and the confident student gets the best job.

■ **A Typical Dramatization**—A typical interview dramatization follows. It was prepared with the cooperation of Mr. Nelson J. Murphy, Men's Department Manager, and Mrs. Edith Fletcher Hayter, Personnel Director, both of the W. M. Whitney and Company Department Store in Albany, and was dramatized recently by our students.

(Donald McDonald, a student, approaches the Personnel Office and is greeted by Mrs. Hayter.)

MRS. HAYTER: Good Morning. Won't you sit over here? (Points to chair by her desk.) Is there something we can do for you?

MR. McDONALD (taking seat offered): Thank you. I should like to apply for the sales position that was advertised in the *Knickerbocker News*.

MRS. HAYTER: Fine! What is your experience? Have you worked in a store?

MR. McDONALD: Not in a men's furnishings store, but I have had experience in other lines. I sold in a grocery store during school vacations, and I worked for a tailor who made custom-made clothes.

MRS. HAYTER: Well, selling in a men's furnishings department is quite different from selling in a grocery store, and we specifically advertised for an experienced person. However, in your work with custom-made clothes, you probably had some contact with customers. Just what did you do there?

MR. McDONALD: I was the stock boy; but there weren't many salesmen, and during the busy times I helped to sell.

(In the early stages of the interview, the applicant's dress, manner, and appearance is carefully scrutinized. If the applicant does not seem to be qualified for the position, he is asked to fill out a small card containing name, address, telephone number, and the name of the department in which he is interested. He is told that he has quite a good background and that he will be called later in the event that there is an opening for which he can qualify. This preliminary screening saves the time of both the interviewer and the applicant when he is not fully qualified for the position. The applicant in this example seemed to be a good prospect, so the interview was continued.)

MRS. HAYTER: I'm sure you learned many things about clothing. I should



Mr. Knouse . . . his students see how

like to have you fill out this application form. (Hands form to Mr. McDonald.)

MR. McDONALD: Thank you. (Takes form, fills it out, and returns it to Mrs. Hayter.) Here is the completed form.

MRS. HAYTER: Thank you. (Takes form, checks the information, and tries to pick out something for comment that will put the applicant at ease.) I see you graduated from Altamont High School. We have several persons in the store from Altamont.

MR. McDONALD: Yes, I know Mrs. Livesay, who works in the credit department.

MRS. HAYTER: She is a very fine person. (Pauses to examine application form.) I believe our Men's Department Manager, Mr. Murphy, will be interested in your qualifications. I'll call Mr. Murphy to see if he can talk with you now. (Picks up the telephone.) Mr. Murphy, please. (Pause.) Hello, Mr. Murphy. This is Mrs. Hayter. I think you will be interested in interviewing the young man in my office for the vacancy in your department. Will you be able to talk with him now? (Pause.) Well, that's fine. Thank you. (Turns to the applicant.) Mr. Murphy will be up in a few minutes. (Mr. Murphy arrives.) Hello, Mr. Murphy. I'm glad you could come up.

MR. MURPHY: Thank you for calling me, Mrs. Hayter.

MRS. HAYTER: Mr. Murphy, this is Mr. McDonald.

MR. MURPHY: How do you do, Mr. McDonald?

MR. McDONALD: How do you do, Mr. Murphy?

MRS. HAYTER: Please excuse me. I'll be back after your conference. (Mrs. Hayter exits. Mr. Murphy sits at Mrs. Hayter's desk.)

MR. MURPHY (after glancing at application form): I see that you have had selling experience in a grocery store and later in a tailor shop. Which type of work did you enjoy the most?

MR. McDONALD: Both were interesting, but I liked the work with clothing more than selling in the grocery store.

MR. MURPHY: Why did you give up your work in the tailor shop?

MR. McDONALD: It was a part-time position, and I am interested in a full-time position now that my school work is completed.

MR. MURPHY: Do you think you would like the men's furnishings business better than either the grocery business or the work in a tailor shop?

MR. McDONALD: Yes, I'm sure I should.

MR. MURPHY: Why do you feel this way about the men's furnishings business?

MR. McDONALD: I have always been interested in clothing; and, in my retail classes in school, I completed a number of projects on men's furnishings.

MR. MURPHY: Well, then, you do know something about the merchandise that we sell. Did you learn anything about brands?

MR. McDONALD: Yes, I learned a great deal about the popular brands.

MR. MURPHY: What do you think of the Mitoga cut shirt?

MR. McDONALD: I think it is fine for some men, but it would not be satisfactory for a very stout man. Of course, there is nothing like the Arrow collar!

MR. MURPHY: I like the way you answered that question. By the way, did the tailor shop carry high-, medium-, or low-priced merchandise?

MR. McDONALD: It was mostly medium-priced merchandise, but some high-priced merchandise was stocked.

MR. MURPHY: That is similar to the stock we carry. I would like to tell you about our business. It is a good business, but it requires a lot of hard work. We carry both staple and style items, and we need to take inventory constantly. This requires extra time. Of course, you would be paid for any additional hours that you worked. Would you be available for extra hours when we needed you?

MR. McDONALD: Yes, I should be glad to work any additional hours that the position requires.

MR. MURPHY: There are great promotional possibilities in the men's furnishings business. We sell more than twenty different classifications of merchandise. By the time you are trained in this department, you will know practically every fabric and every phase of retail selling. It is both a challenge and an opportunity. We carry a limited number of people in the department, and it is quite important that each worker be available for work every day. A person who is habitually tardy or absent could not fit into our organization. What was your record of attendance at school?

MR. McDONALD: I never missed more than a day or two each year, and during my senior year I had perfect attendance.



MR. MURPHY: That is excellent. Are you familiar with our store hours?

MR. McDONALD: Yes, I know the opening and closing hours of the store, but I do not know about the length of time for lunch or dinner.

MR. MURPHY: Each employee has an hour and ten minutes for meals. We have a liberal holiday arrangement. All regular holidays are paid. In other words, our employees do not work on such holidays as Christmas or New Year's Day, but they are paid for these days when they fall during the regular work week. All persons employed before December 1 are entitled to one week's vacation with pay. The next year they are entitled to two weeks' vacation. After three months, the work of a new employee is reviewed, and an increase is granted if it is warranted; thereafter, the work of the employee is reviewed every six months. Would you be interested in this position?

MR. McDONALD: Yes, I would.

MR. MURPHY: Suppose we discuss this further with Mrs. Hayter. (Mr. Murphy goes to the door and tells Mrs. Hayter about the progress of the interview. Mrs. Hayter returns to the office.) Mrs. Hayter, I feel that Mr. McDonald has a good background for the position, and he thinks that he would like the work. However, we had an advertisement in the paper, and I am sure that we will have a number of additional applicants. Since we always give the courtesy of an interview, I think we should wait until tomorrow afternoon to make a decision.

MRS. HAYTER: Yes, Mr. Murphy, I agree with you.

MR. MURPHY: Very well. I shall appreciate your making the arrangements with Mr. McDonald. (Turns to Mr. McDonald.) Thank you very much for coming in.

MR. McDONALD: Thank you, Mr. Murphy.

MR. MURPHY: And now if you will excuse me.

MRS. HAYTER: Certainly.

MR. McDONALD: Certainly.

MRS. HAYTER: I'm glad that Mr. Murphy liked your qualifications. Our beginning salary is \$30 a week. However, since you have had some experience, we would be glad to offer you \$32 per week to start in the event that we decide to hire you. Would this be satisfactory?

MR. McDONALD: Yes, it would.

MRS. HAYTER: Fine! Will you be at home about four o'clock tomorrow afternoon?

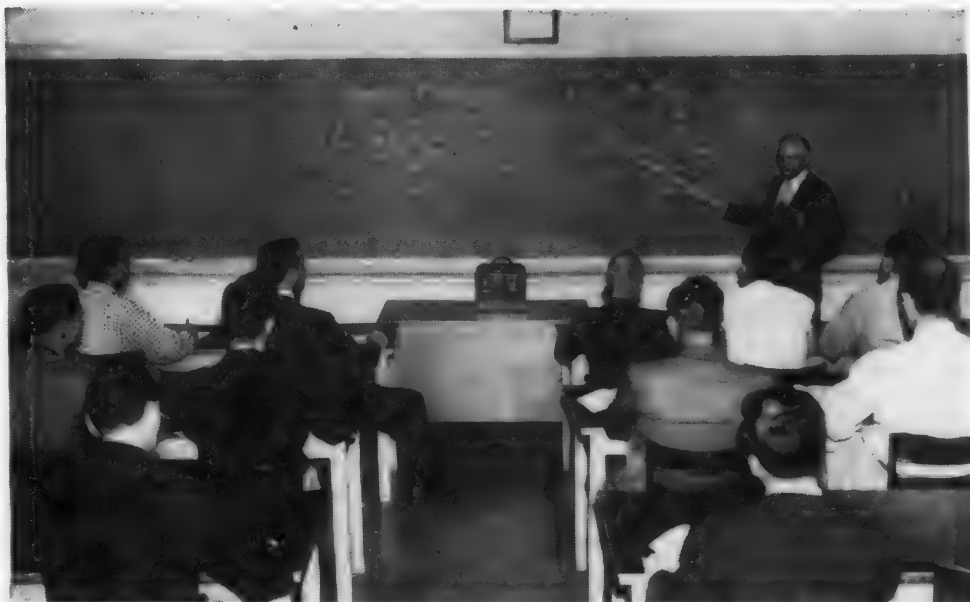
MR. McDONALD: Yes, I can arrange to be.

MRS. HAYTER: Then we will call you at that time. Thank you for coming in. (Rises.)

MR. McDONALD: (Rises.) Thank you, Mrs. Hayter.

MRS. HAYTER: Good-by, Mr. McDonald.

MR. McDONALD: Good-by, Mrs. Hayter. (Exits.)



Bob McCormack Photo

CLYDE I. BLANCHARD has inaugurated at the University of Tulsa a special course entitled "Personal-Use Shorthand for Men Only." During World Series, by which time class had completed nine lessons, Mr. Blanchard gave preview on baseball vocabulary, taught students how to take brief notes, and turned on the radio. Class listened to game and wrote shorthand. Notes to which Mr. Blanchard points: "Selection of Jim (Konstanty) a complete surprise to fans. The Phillies will have to beat New York with their pitching staff. New York has more heavy ball hitters. Scalpers are asking as high as \$150 for a pair of tickets. Game starting." This virile touch is what is needed in—

## Getting Men to Enjoy Shorthand

One of the ways to arouse men's enthusiasm for shorthand is to make the training exclusively masculine. Another way is to stress the personal use to which the skill can be put almost from the outset of instruction. A third way is to publicize the fact that men are taking and are enjoying shorthand instruction.

Clyde I. Blanchard, professor of business education at the University of Tulsa, recently put across all three methods at the same time.

■ **World Series**—At the time the recent World Series began, students in Mr. Blanchard's unique "Personal-Use Shorthand for Men Only" course in the School of Business Administration at the University had completed nine lessons.

• *The class* (and instructor) were eager to hear the series. A radio was brought in. Before the game began, Mr. Blanchard gave the class a quick lesson (preview) on baseball vocabulary and taught them how to take notes. Then the radio was turned on, and the class listened to the game and wrote shorthand throughout.

• *Alert to the publicity* value of news about this special activity, the public relations department of Tulsa University notified the *Tulsa*

*Tribune*. Result: publication of the above-picture and a news story entitled "T.U. Professor Scores Homer with Series Broadcast Study."

■ **Courses for Men Only**—Clyde Blanchard is a former editor of *BUSINESS EDUCATION WORLD*, author of several shorthand texts, and long a leading enthusiast on both male secretaryship and personal-use shorthand.

Now that he is at Tulsa University, he has inaugurated not only a popular personal-use shorthand course but also a full program for training men secretaries. The courses are offered in the School of Business Administration, and the full Male Secretary Curriculum is a minor that students working toward business management degrees can take. Because the avenue of advancement for male secretaries is largely into management, the management major and secretarial minor make a get-a-job-quick package.

Success formula? Masculinity, immediate personal use of skills, and successful publicity.

Mr. Blanchard states frankly, "We are going to make T.U. a national source of male secretaries with management degrees."

## No Cover Charge for Errors

EDITH M. DEAN

NATALIE'S BUZZER hummed imperatively. And even though she had been waiting for that signal ever since Mr.<sup>1</sup> Wilson's telephone conversation with the home office, she hesitated before answering.

Her desk<sup>2</sup> calendar glared at her. Friday, January 26. The home office must have found that error in the December<sup>3</sup> report.

Only last month Mr. Wilson had congratulated her because their five preceding monthly reports<sup>4</sup> had been perfect. No other division had achieved a comparable record.

"We prepare a complicated<sup>5</sup> report," he had said, "and it takes an excellent secretary to keep it within the tenth of one per cent<sup>6</sup> error the home office allows."

Then he had laced his fingers together and asked, "By the way, how is our new girl<sup>7</sup> coming along?"

"Carol has been here only a few months," Natalie had hedged cautiously, "and she *does* try."

Mr.<sup>8</sup> Wilson's face lighted up in one of his rare smiles. "I'm satisfied, Natalie, if you are. . . ."

THE BUZZER HUMMED AGAIN.<sup>9</sup> Three short, impatient beats. Even before Natalie entered his office, she knew Mr. Wilson would say, "We have<sup>10</sup> no cover charge for errors." It was his favorite slogan. At the slightest excuse, he repeated it in a<sup>11</sup> chanting voice.

Natalie wished her interview with him was over. That error! Her hand lingered on the knob as she<sup>12</sup> opened the door.

"Sit down, Miss Loring," Mr. Wilson invited, as he turned to answer the telephone.

Natalie<sup>13</sup> obeyed. "Today it's Miss Loring," she thought. She was no longer in doubt as to whether the home office had<sup>14</sup> discovered the error.

As she waited, she glanced listlessly at the letters on the desk. The file copy on top was<sup>15</sup> the one brought out for corrections a few days before.

That was one mistake, Natalie remembered, that she had covered<sup>16</sup> neatly by implying that Carol had typed the letter. And why shouldn't

she? After all, in a way, she was<sup>17</sup> responsible for Carol's work. And she hadn't really *lied* about it.

She thought of the way Mr. Wilson<sup>18</sup> had cleared his throat that day as he turned to Carol. "Perhaps Natalie should check your work until you become more<sup>19</sup> familiar with our system," he had suggested "Here we have no cover charge for errors."

A sudden fear had swept over<sup>20</sup> Natalie. But Carol only replied, "Yes, Mr. Wilson," and Natalie had corrected the errors and<sup>21</sup> returned the letter to his desk.

NATALIE LOOKED across the desk. Mr. Wilson was still talking. It didn't sound<sup>22</sup> at all like the voice that had promised her a raise if last month's report was perfect and on time. Well, she had no<sup>23</sup> intention of taking all the blame. If Carol had worked a little faster, there needn't have been any errors.<sup>24</sup>

Natalie's mind was marshaling a list of arguments when Mr. Wilson slammed the receiver into place. "Well, Miss<sup>25</sup> Loring," he began, swinging his chair around to face her, "the home office called this morning about our report."

"I'm<sup>26</sup> sorry about the error," Natalie apologized quickly. "Carol's been preparing the reports for five months,<sup>27</sup> now; and there really wasn't much excuse for it, but—"

Mr. Wilson leaned back in his chair. A puzzled frown creased<sup>28</sup> his forehead. "Maybe you took the report before she had finished," he suggested.

"I thought she was through. She worked on<sup>29</sup> it long enough."

"When did you first learn about the error?" he asked.

"Carol told me she hadn't entered two figures<sup>30</sup> before the young man left with the report," Natalie slowly confessed, "but I knew what it would mean to you to admit<sup>31</sup> a mistake. Besides, they don't find all the errors at the home office."

Natalie smiled hopefully as Mr.<sup>32</sup> Wilson sat in silence. This was taking longer than she had expected.

SUDDENLY HE SAT UP STRAIGHT. His gaze was<sup>33</sup> stern now, and unsmil-

ing. "Miss Loring, a boss and his secretary are a team. To be a good team, their confidence<sup>34</sup> in each other must be strong."

Natalie stared in disbelief. It wasn't like Mr. Wilson to preach.

His voice<sup>35</sup> dropped, almost to a whisper. "To be perfectly honest, I have wondered about several recent errors that<sup>36</sup> Carol acknowledged as hers." He paused for a moment in questioning silence before he continued. "Whether she<sup>37</sup> made them is not important, but I'm afraid I no longer have confidence in you."

Mr. Wilson's heavy brows<sup>38</sup> drew together as he searched for words. "You've been with this company for some time, and for that reason I will not discharge<sup>39</sup> you; but you will work in another department. You've no doubt learned your lesson, but remember: This company<sup>40</sup> has no cover charge for errors."

Natalie felt as though ice water had been thrown in her face. Although Mr. Wilson<sup>41</sup> had demanded a high standard of work, he had always been most considerate. She wanted to continue<sup>42</sup> working for him.

"You mean I—I'm being transferred?" she managed.

"I'm afraid so, Natalie. I'm sorry."

He was using<sup>43</sup> her first name again. And his voice was sympathetic. Perhaps she still had a chance.

"But Mr. Wilson," she pleaded,<sup>44</sup> "who will do my work? Carol is sweet, but you know how slow she is."

Mr. Wilson leaned forward. "I'm not so sure<sup>45</sup> of that, because now I know it was Carol's quick thinking that made our report perfect last month."

Natalie's mouth dropped<sup>46</sup> open. "But you said—"

Mr. Wilson said, "No, Natalie, you were the one who mentioned the error. The home office<sup>47</sup> called to congratulate us. And I fully intended to increase your salary."

He shifted the papers on<sup>48</sup> his desk absently. "At the time I was a bit vexed. I wondered why Carol came into my office, interrupted<sup>49</sup> our conversation, and asked the young man to let her put the report in an envelope for him."

His voice trailed<sup>50</sup> off as though he were unaware of Natalie's presence. "But now I know that no cover charge is needed for thinking<sup>51</sup> like that." (1022)



# No Instructions for Mary

LOID MICHAELS

HOW WONDERFUL to be walking to work! Mary Gray sniffed the fresh wintry air and thought of the crowded bus she would<sup>1</sup> have been riding back in Chicago. She sighed to herself, "Maybe Millville has something after all."

It had snowed in<sup>2</sup> the night, and the little town looked as sparkling as a picture on a Christmas card. Not at all like Chicago,<sup>3</sup> Mary thought, with slush in the gutters and inky drippings splashing down from the "el."

"Mary Gray!" called a voice, as she<sup>4</sup> turned the corner at Chestnut Street and headed for the Boswell Building. Mary turned to the voice. "Jane!" she exclaimed<sup>5</sup> happily. "Surprise—and happy New Year!"

"Mary," said her friend, "what-ever are you doing back home? I thought you were in<sup>6</sup> Chicago."

"Was," replied Mary. "But—well, number one, Dad was getting lone-some. Number two, my firm moved to New York,<sup>7</sup> and I didn't feel like going there. Number three, Dad heard that Walter Shearer was opening a law office here;<sup>8</sup> so Dad sold me to Mr. Shearer as a secretary. Number four, my doctor told me I needed less noise<sup>9</sup> and more appetite. So—"

"—So here you are." Jane walked down the block with Mary, chattering about friends and "—until Friday<sup>10</sup> evening."

In front of the Boswell Building, Mary stopped for a moment. Uneasily, she compared the three-story<sup>11</sup> frame building with the granite skyscraper in which she had worked in Chicago; and then she sensed that she missed the<sup>12</sup> crowds, the newsboys, the rumble of the el, the traffic, the neon signs, the big stores.

WALTER SHEARER, ATTORNEY AT<sup>13</sup> LAW appeared in bright gilt on the corner window of the second floor of the Boswell Building. The same words appeared<sup>14</sup> in equally new gilt on the door. Mary knocked. No one answered. She tried the door handle. It was locked. She rattled<sup>15</sup> the door, gently at first and then harder.

"Who's there?" called a voice. "Oh, are you the new girl? Mr. Shearer said you'd be<sup>16</sup> coming in. You're—"

"—Mary Gray."

"Sure now, I knew it." The woman unlocked the door, waved Mary in, with "Hope you like it<sup>17</sup> and will be happy here," and was gone.

Mary looked around the office—a roll-top desk that must have belonged to someone's<sup>18</sup> grandfather, a filing cabinet with the guide card missing from the second drawer, a coat tree in the corner,<sup>19</sup> a small desk with a venerable typewriter and a spilled ream of paper. As she hung her hat and coat on<sup>20</sup> the old coat tree, it rocked and nearly upset. Mary sighed and thought of the smart, air-conditioned office back in—but<sup>21</sup> she must stop thinking about Chicago. She was in Millville now, and she was secretary to a small-town lawyer.<sup>22</sup>

Mary looked for a note of instructions. None. A note of welcome? None. Perhaps some mail to be opened? None. Mary<sup>23</sup> glanced hopefully at the telephone. It was silent. She looked at Mr. Shearer's desk calendar—the date was<sup>24</sup> a week old; and, flipping the pages up to date, she found no notations. Mary sat down at the typewriter, tested<sup>25</sup> it with a brisk line of typing, then sighed again. What was the office gang doing today in New York?

"WELL," said<sup>26</sup> Mary, "here we go." She hung the jacket of her chic suit on the coat tree and pushed up the sleeves of her blouse. No duster<sup>27</sup>—get one from the Lady with the Keys; got it. Housekeeping—duster flying; the secretarial desk inched over<sup>28</sup> by the window, so that the electric light cord would reach the socket; stationery unpacked, sorted into<sup>29</sup> the drawer. Pencil sharpener? In that small box—the Lady with the Keys sent up a man who bolted the sharpener<sup>30</sup> down and tightened the leg on the coat tree.

Now, Lawyer Shearer's desk—it hasn't been used for years. Open those boxes<sup>31</sup> in the corner—more stationery, filing folders, some law books. A bright new diploma and an empty frame;<sup>32</sup> yes, they fit. And, three hours later, the whole office seemed to fit. The diploma was on the wall, the law books were arranged<sup>33</sup> in neat rows in the book-case behind the old roll-top desk, the desk itself was shiny with polish. The reception<sup>34</sup> chairs and table and her own desk shone, too; and the last three issues of the *Wisconsin Law Review* were spread across<sup>35</sup> the small table.

A bang at the door startled Mary, and she turned to see some letters slide through the mail drop in<sup>36</sup> the door. She scooped up the mail; and, doing so, she glanced at her reflection in the door window.

"I'm a mess!" she wailed<sup>37</sup> to herself. She looked at her hands, her hair, smudges on her blouse, a streak of dust on her skirt; and she noticed the time<sup>38</sup> on her wristwatch: 1:35. "I'm hungry, too," she said aloud, scarcely stopping to marvel that it had been two<sup>39</sup> years—two Chicago years—since she had been really hungry at noon.

But, resolutely enough, she opened the<sup>40</sup> mail, sorted the letters from circulars, underscored in red the dates and names mentioned in the letters, and straightened<sup>41</sup> the newspaper that had come rolled up. Now what? Lunch, or wait for the missing Mr. Shearer? Better to wait.

Mary<sup>42</sup> sat at her desk, then reached for the newspaper. It was the *Millville Daily*, and it contained eight pages. Mary stopped<sup>43</sup> a sigh just in time. She opened the pages at random and found herself looking at want-ads and announcements. Her<sup>44</sup> eye caught the name Shearer, and she read closely: "Will the man who witnessed the accident at the junction of Chestnut<sup>45</sup> Street and

## \* CROSS INDEX

Each month Business Education World presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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the State Highway on December 28 please get in touch with Walter Shearer, Attorney at Law, Boswell<sup>46</sup> Building."

Mary clipped the advertisement leisurely; then, turning to the front page of the paper, she saw a<sup>47</sup> column heading, "Accident Case Up Today." Reading quickly, Mary learned where her boss was: in court.

THE PHONE JANGLED,<sup>48</sup> making Mary jump. She cleared her throat, lifted the receiver. "Walter Shearer's office," she said. She listened and said,<sup>49</sup> "I'm sorry, but Mr. Shearer is in court. I am his secretary. May I help you?"

Then she stiffened. "Yes, Mr.<sup>50</sup> Williams. Where are you, Mr. Williams? And you saw the accident? Can you wait where you are? The phone number there,<sup>51</sup> please? Thank you—I'll call you back within five minutes, Mr. Williams. Thank you." Then the phone was on the cradle.

She picked<sup>52</sup> up the receiver again, dialed the operator, and asked, "Will you please give me the court house? Our office is<sup>53</sup> new and we do not have a phone book. Thank you. Hello, can you tell me in which chamber the case of Middleman versus<sup>54</sup> Smith is being tried? Thank you. Is court in session? Oh. Would it be possible to have a message, a most urgent<sup>55</sup> message, delivered to Mr. Walter Shearer, attorney for Mrs. Smith? Oh. Couldn't you possibly—it<sup>56</sup> is urgent. Oh, you will? Bless you for that! Tell him that his secretary is on the way to the court house with his<sup>57</sup> missing witness. Got that? Thank you; Mr. Shearer will be most grateful."

"YOU ARE A MIRACLE GIRL, Miss Gray," Walter<sup>58</sup> Shearer said, as he leaned against the door jamb and surveyed his office. The lamps sparkled on the shiny desks, reflected<sup>59</sup> the diploma in the dark windows. "This afternoon you won my first law case for me. And now, I see, you have<sup>60</sup> set up my first office for me, too. A miracle worker. I'm—very grateful."

"Funny, you know," said Mary, "I've<sup>61</sup> had more excitement in this one day than I had in two years in that law factory in Chicago. And today<sup>62</sup> I got hungry. It's been ages since I've been really hungry."

Walter Shearer spoke very slowly. "I owe you<sup>63</sup> more than you know. When I got out of school, I did not

want to come home to Millville. Being in the Air Corps, then in<sup>64</sup> New York for the law degree—these things made me discontent. I felt I wasn't needed here, until I heard about<sup>65</sup> Mrs. Smith's case. I kept putting off opening this office, didn't want it. I promised myself that my first law<sup>66</sup> case would decide whether or not I would stay. I thought I was going to lose; that's

why I hadn't fixed up the office<sup>67</sup> at all. And now, we've won our first case. Thanks!"

"Believe me," said Mary, "there's no place like home."

He blinked and shook off his<sup>68</sup> mood. "Except," he grinned, "the nearest restaurant, when you are starved. Let's eat—and celebrate. We've won a case today. We're<sup>69</sup> in business!" (1382)

## "Take a Letter, Miss Jones"—

### and hold your breath!

JOAN BRAY

"TAKE A LETTER, MISS JONES." Familiar words, aren't they? Every weekday, in every city and hamlet all<sup>1</sup> over the world, secretaries— young ones and old ones, pretty ones and ones who aren't, good ones and inefficient<sup>2</sup> ones—respond to that request. Those words are often the key that unlocks the door for many unexpected, amusing,<sup>3</sup> and sometimes exasperating incidents in the life of a secretary.

For instance, Susan, a petite,<sup>4</sup> brown-eyed girl just out of high school, took a stenographic position at the local bank. Anxious to please, she<sup>5</sup> was meticulous in her conduct and her work at the office. The moment arrived when she was to take dictation.<sup>6</sup>

Armed with the implements of her trade, she stepped bravely into the inner sanctum. Susan took the letters and<sup>7</sup> memos with ease for some fifteen or twenty minutes. Then

her pen ran out of ink. Hurriedly she substituted<sup>8</sup> a pencil and all went well until the point broke. Reaching to get her remaining pencil, her arm grazed a stack of<sup>9</sup> letters given to her for filing—they slithered to the floor. Then her notebook fell and the pencil rolled out of her<sup>10</sup> grasp and under the boss's desk.

Down on all fours went Susan to rescue letters, notebook, and pencil. So ended<sup>11</sup> her first session of dictation. It could happen to anyone.

THE VARIETY OF MINOR CATASTROPHES<sup>12</sup> that occur depends to a large extent upon the person for whom you work. If you work for someone who delights in<sup>13</sup> keeping everything he might ever need on top of his desk, then your liability rate has risen.

You<sup>14</sup> can appreciate the sudden panic that gripped Janet when her executive decided to place a long-distance<sup>15</sup> call one day. She knew that in the middle of his call he would need something hidden "somewhere" in the shambles of<sup>16</sup> his old desk. He did. He asked for a memo that contained the address of an old college friend. He had put this<sup>17</sup> information on a small memo pad months ago when another old friend had dropped by the office.

While Janet plunged<sup>18</sup> wildly into the chaos, he sat back leisurely and told her that the memo was right there—somewhere—on his desk.<sup>19</sup> The memo wasn't. Later, the offending little item was found in the inside pocket of the boss's suit,<sup>20</sup> but that was after he had fired Janet for her "incompetence" and then rehired her—with an increase in sal-



"Here's your water. May we start now?"



ary<sup>21</sup>—because no one else would put up with him. It could happen to anyone.

• • •

PERHAPS YOUR EMPLOYER EXPECTS YOU<sup>22</sup> to balance his checkbook, send flowers to his aunt and cigars to his uncle on their birthdays, and do a hundred<sup>23</sup> and one other little jobs to make life run smoother for him.

If so, you can sympathize with Mary, who was trying<sup>24</sup> to locate a fifty-three cent error in her boss's personal checking account. It was nerve-racking. Mary<sup>25</sup> did persuade him into translating the hieroglyphics he had used for figures. Then she added all the stubs,<sup>26</sup> totaled the deposit slips, and located a few checks he hadn't entered in the bankbook. No balance!

After<sup>27</sup> some moments of conference with the boss, the most exasperating part of her entire morning's labor was to<sup>28</sup> discover that one check and the entry for it in the checkbook did not agree. She had found the fifty-three-cent<sup>29</sup> error at a cost of five dollars of her and her employer's time. It could happen to anyone.

• • •

NO ACCOUNT<sup>30</sup> OF A SECRETARY'S EXPERIENCES would be complete without mention of the salesman (you know the type) who<sup>31</sup> is anxious to "get in good with" the secretary, who in turn can supposedly influence the executive.<sup>32</sup>

Two hours late for a Saturday morning's nine o'clock appointment, he breezes into the office with a box<sup>33</sup> of chocolates for the secretary and a 14-carat smile for the boss. The fact that your employer has been<sup>34</sup> pacing the floor and growling like a bear for the last thirty minutes doesn't bother him in the least. Honey-coated<sup>35</sup> words, intended to break down all resistance, literally drip from his mouth—and accomplish their mission! But<sup>36</sup> the worst moment yet is when your employer, having forgiven him, takes him out to lunch, asking you to stay until<sup>37</sup> they come back, so as to get out a rush letter to your most important customer. Work overtime, when you<sup>38</sup> had a date at 1:30 yourself! It could happen to anyone.

SUCH IS THE LIFE OF A SECRETARY. But<sup>39</sup> don't ever think that these mishaps cause her to dislike her job. They are an intriguing part of the challenge of office<sup>40</sup> work. (801)

## Your Professional Reading

• E. C. MCGILL

THE YEAR HAS TURNED; the time is here to think about financial planning for another year. Accounting systems and procedures will be revised to meet the financial structure in the new year.

The professional growth of accounting has caused more and more young people to look to the C.P.A. examination as the gateway to the profession. It is with the objective of helping youth meet this goal that the amount and quality of study material in accounting has improved. A newcomer to the C.P.A. Coaching field, *C.P.A. Coaching Course, Problems (\$3.40) and Solutions (\$3.40)*, by Chamberlain, is now available from Prentice-Hall Incorporated, 70 Fifth Avenue, New York. Both volumes are in loose-leaf binders that permit the insertion of helpful notes and selected problems.

The importance of cost accounting in financial management and control is constantly growing because business must be on the alert for those costs of production that are out of line and may mean the difference between profit and loss. The principles of cost accounting not only apply to the manufacturing processes but also to well-managed retail businesses and non-profit organizations. John Blocker, of the University of Kansas, has released the new second edition of *Essentials of Cost Accounting* (\$4.50) McGraw-Hill, 330 West 42nd Street, New York. The book has been modernized in keeping with current practices in business. Attention is given to the objectives and fundamentals of cost control, job order costs, process costs, standard costs, and distribution costs. Two practice sets are available for use with the book.

A newcomer into the Cost Accounting field, *Basic Cost Accounting* (\$3.75) by Spechtrie, of Roosevelt College, in New York, is another published by Prentice-Hall. It is intended as a text for students of accounting and business who wish to learn the principles, procedures, and executive uses of manufacturing cost accounting. It has a practice set that is worked concurrently with the coverage of the chapters emphasizing the work covered in the set. Its organization and presentation of study material is intended to be simple.

• • •

THE IMPORTANCE OF CAREFUL FARM FINANCING and planning is being more widely recognized with the advancement of farming as an important business enterprise that must be as well managed and directed as a large department store. Even though the dollar volume of farm business has been large in comparison to many other specialized types of business, not much thought has been directed toward successful farm financing. John Wiley and Sons, 440 Fourth Avenue, New York, have released another volume in their Farm Series, *Financing the Farm Business* (\$4.00), by I. W. Duggan and Ralph Battles, both of whom have been active in the Farm Credit Administration.

*Financing the Farm Business* is a thorough study of the farmer's financial program, with special emphasis on principles of sound credit. The subject is approached from the viewpoint of the young farmer who needs information on farm credit and finance, essential for starting and operating a farm. Many specific questions about leasing a farm, inheriting farm property, borrowing money, and many other aspects of the farmer's financial program are raised and answered by the authors.

Another new publication in the field of accounting deals with fundamental principles and basic practices. Tunick and Saxe of City College of New York have released, through Prentice-Hall, their *Fundamental Accounting* (\$5.00). As in the case of basic books in the field, it covers single proprietorship, partnership, and corporate forms of business.

A study of financial management and control cannot be set part from the study of the cyclical actions of the economic system. Any treatise on business cycles should be elementary, yet thorough, in its presentation of the theories and concepts of the influence of cycles on financial control, management, and forecasting. Asher Achenstein, of the Library of Congress, has released *Introduction to Business Cycles*, (\$4.50) Crowell Publishing Company, 432 Fourth Avenue, New York, which does a creditable job of handling a most technical subject with a minimum of technicality. In its three parts, the book thoroughly treats the basic theories of business cycles, the empirical aspects of cycles, and secular trends and fluctuations. Many tables and charts are used for explanation purposes.

# The Chipmunk Who Found Complete Security

Reprinted through courtesy of "The Orange Disc," bi-monthly publication of the Gulf Oil Corporation

ONCE UPON A TIME a young chipmunk named Everett was graduated from college and came home to visit his<sup>1</sup> father, an elderly gentleman who lived under an oak log near Covington, Kentucky.

The first night he was<sup>2</sup> home, Everett swaggered down the tunnel into the burrow dining room and helped himself to a big meal of his<sup>3</sup> father's choicest seeds. Then he selected one of his father's best cigars, a full inch long and all Havana.

"It's<sup>4</sup> nice to have you home again, son," Mr. Chipmunk said.

"Yep," said Everett. "Must be."

"But," said Mr. Chipmunk, "I suppose<sup>5</sup> you'll soon be leaving to look for a job."

## Junior O. G. A. Test

Mae and Ann, How about coming over this Friday evening so that we can work on the senior play? The others in the cast are coming, too. Since we're somewhat weak on the final scene, we should go through it once more. After we're finished, there will be refreshments, and we can dance to the new songs on the Hit Parade. Mother says you may stay over if you like. I think it would be a lot of fun. Please try to be here. Ruth

## O. G. A. Membership Test

RUBBER plays an important part in our daily living. We walk on it, sit on it, and sleep on it. If rubber<sup>1</sup> were to vanish from the world today, we could not use our radio, television, or telephone. Trains, planes,<sup>2</sup> automobiles, and steam engines could not run. Many things that add joy to living would not be available if it<sup>3</sup> were not for rubber.

The man who found a way to treat rubber so that it could be used in all types of weather was<sup>4</sup> Charles Goodyear. He spent years on this task and finally found the solution in 1839 when he<sup>5</sup> spilled some rubber on a hot stove.

The world owes much to this man of science. His achievements will be remembered throughout<sup>6</sup> the ages. (123)

Everett flicked his cigar ash onto the rug. "Not a chance, Pop.<sup>6</sup> Definitely not a chance. The fact is, I don't like the whole economic system today."

Mr. Chipmunk twitched a<sup>7</sup> whisker ever so slightly. "What's the matter with it, son?"

"No security," Everett chirped. "The way I see it,<sup>8</sup> the State ought to take over. Give you a safe job, give you a snug, warm place to live, give you plenty of seeds to eat,<sup>9</sup> give you free medical care, give you free clothes, give you—"

Mr. Chipmunk gently raised a protesting paw. "Now, just a<sup>10</sup> minute, son. I'm proud of the American system. Lived by it all my life. I've worked hard, managed to save a few<sup>11</sup> seeds every year, and we've not done too badly. The mortgage on our log is fully paid up. I was able to<sup>12</sup> send you through high school and Chipmunk Aggies. And in a year or two, I think I can retire—"

EVERETT GRINNED AT HIM.<sup>13</sup> "Wise up, Pop! Wise up! Why beat your brains out? If the State will give you everything, what's the sense of scurrying all<sup>14</sup> over the forest trying to earn a buck?"

Mr. Chipmunk's tail snapped irritably. "Now listen, son. In the first<sup>15</sup> place, stop calling me Pop. In the second place, you'd find that if you got *complete security* you'd lose your freedom.<sup>16</sup> If the State were to give you everything, it would *control* everything. Control your body and soul. I don't<sup>17</sup> believe you'd like that."

Everett burst out laughing. "Stow it, old timer, stow it! You just haven't got the word yet, that's<sup>18</sup> all. But you'll learn." He whacked his father a jovial blow across the stripes. "Say, sport, how about lending me the car<sup>19</sup> tonight? Big dance going on down in the meadow."

Mr. Chipmunk reached into his pocket for the keys. "Drive slowly,<sup>20</sup> son. Lots of rabbits tearing around in cars these days. You can't be too careful."

"Don't worry about this lad, Pop. I<sup>21</sup> can drive circles around any little

old rabbit that ever came down the path."

Next morning at 7 o'clock<sup>22</sup> the phone rang beside Mr. Chipmunk's bed. "Sorry to bother you, sir," said a voice, "but your boy had an accident<sup>23</sup> last night. Smashed up a couple of rabbits in a convertible. Frankly, sir, he had been drinking. We had to put him in<sup>24</sup> jail."

"I'll be right over," Mr. Chipmunk said tensely. Twenty minutes later Mr. Chipmunk arrived at the jail.<sup>25</sup> The Sheriff led him to Everett's cell. Everett was alternately yelling and gnawing on the bars. "Let me<sup>26</sup> out!" he squawked. "Let me out of this place!"

Mr. Chipmunk stared sadly at his son for a moment. Then, suddenly, he<sup>27</sup> gave a little chuckle.

"What's funny?" Everett screamed. "Get me out of here!"

Mr. Chipmunk put a paw through the bars<sup>28</sup> and patted Everett's head. "Tell me, son," he asked, "are they keeping you snug and warm?"

"Sure, but—"

"Are they giving you enough<sup>29</sup> seeds to eat?"

"Sure, but—"

"Are they giving you free medical attention?"

"Medical attention, he says! Get me<sup>30</sup> out—"

"And I dare say the good Sheriff will find a safe, easy job for you—on the rock pile. Am I right, Sheriff?"

"Right,"<sup>31</sup> said the Sheriff.

"And I suppose that the Sheriff will even give you a free suit of clothes—a little number with<sup>32</sup> horizontal stripes."

Everett looked aghast at his father. "Cut the comedy, Pop!" he wailed. "Get me out of this<sup>33</sup> place!"

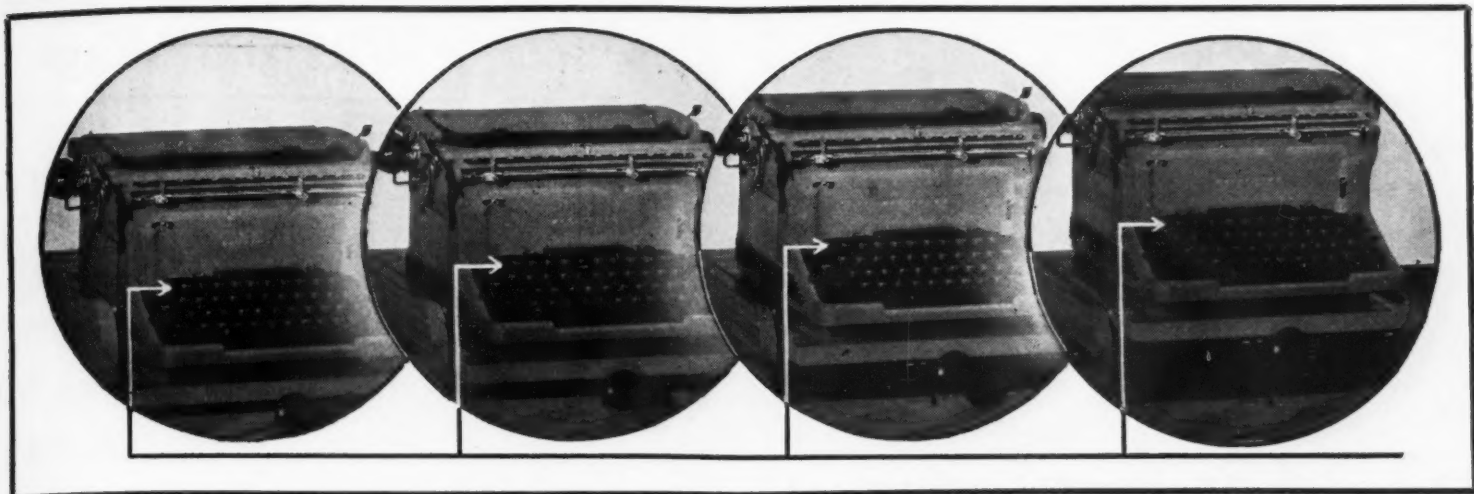
"No, son," said Mr. Chipmunk. "I'd like you to stay right here for a few days. I think you'll find it a rewarding<sup>34</sup> experience."

"Why?" Everett screamed. "Tell me why, Pop!"

"Because, my boy," Mr. Chipmunk said, "it'll give you a very<sup>35</sup> good idea what it's like to get *complete security* from the State."

Mr. Chipmunk winked at the Sheriff,<sup>36</sup> put on his hat, and walked out of the jail. (727)





THE

# Magic Angle

## TYPEWRITER DESK

Repeated studies by Federal Government training officers reveal that the magic angle of 30 degrees at the typewriter increases efficiency, typing speed and accuracy while reducing eye-strain and fatigue. Yet approximately 70% of today's typing students are still handicapped by the fact that their typewriters are either too high or too low.

Through the introduction of these revolutionary adjustable typing desks and tables over three years ago, the Hammond Desk Company "made a major contribution to better progress in learning to type." Since then over 3,000 high schools and colleges have adopted adjustable Hammond products. Teachers in these schools have found that use of these desks and tables, with the built-in "elevator" for raising and lowering the height of the typewriter from 26 to 30 inches, has more than justified their expectations and the claims of the manufacturer.

Each model is sturdily built of lifelong-lasting white oak to withstand constant classroom use. Units, whenever shipped "knocked down" to reduce shipping costs, are easily assembled.

Full information about these modern teaching and learning aids together with a copy of our free booklet, "Your Correct Typewriter Height," are yours for the asking. Act today to help your students tomorrow.



An adjustable typing desk is one on which the typewriter "rides" on an "elevator" that can be instantly lowered or raised to the height that is correct for the typist. By adjusting for the one exactly right height, typing accuracy and speed are increased while fatigue is lessened.



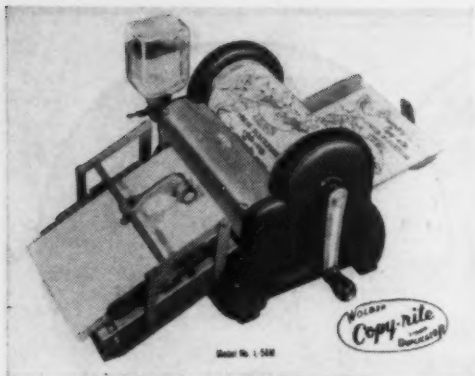
Adjustable Table, Model 140,  
shipped disassembled.



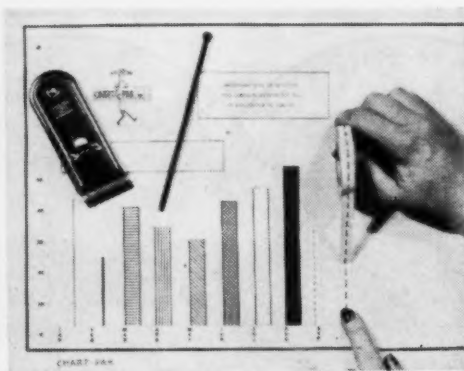
De Luxe Desk, Model 101,  
shipped assembled.

## Hammond Desk Company

5248 HOHMAN AVENUE • HAMMOND, INDIANA



Low-Cost Duplicator



Simplified Chart Making

## News of Business Equipment

WALTER LANGE

■ **Drawing Inks**—Higgins Ink Company, Inc., 271 Ninth Street, Brooklyn, New York, has introduced a new packaged item on the market: an eight-color assortment of their American Waterproof Drawing Inks in trial-size bottles, handsomely boxed. Suitable for the "man in the street" as well as for artists, students, or hobbyists, this new set retails at \$1.20. The inks, contained in bottles smaller than the usual  $\frac{3}{4}$  ounce desk size, are topped with Higgins's new translucent stoppers, through which the color in each bottle may be seen easily.

■ **Low-Cost Duplicator**—The Wolber Copyrite L-50M Liquid Duplicator is being sold by the Wolber Duplicator and Supply Company, 1201 Cortland Street, Chicago, Illinois. Selling at a price that is well within the budget of small offices and schools, this machine gives quick, easy, trouble-free operation, according to its manufacturers. A spin of the handle turns out a clear, sharp copy, face up. No stencils, gelatin, ink, type, or ribbons are needed; and the master drum-lock allows easy insertion of the master sheet, which is held securely. A visible fluid supply, automatic paper feed, and handy reset counter are other helpful advantages of the L-50M, which handles all paper stock from post-card size to 9 x 14 inches.

■ **"Magic" Title Letter Set**—Joseph Struhl Company, New York, is currently introducing a revolutionary titling set for home movies — or schoolroom posters. Called the Magic Master Letter Set, it features an exclusive treatment of the 480 plastic letters and decorative figures that permits them to stick on the special background supplied — no pins, magnets, tabs, or sticky surfaces are used. The letters adhere wherever placed, yet can be easily

removed and rearranged. The easled backgrounds, red for color film and black for black and white film, can be shot with any 8mm. or 16mm. camera from as far as five feet.

■ **Simplified Chart Making**—Use of prefabricated "draftsman drawn" Chart-Pak products eliminates much of the drudgery in chart making, says the manufacturer, Chart-Pak, Inc., Stamford, Connecticut. Anyone can make and keep up-to-date charts with this handy new device, which consists of a plastic board with grid lines in nonphotographic blue, the necessary tape for bars to show comparisons, and rectangular boxes for organization and flow charts. For continued use and for making corrections, the acetate gummed strips can be peeled off and a new chart made. Tapes and rectangles come in a kit with tape-knife and cleaner.

■ **Sten-X-Lite Lamp**—The Fostoria Pressed Steel Corporation, Fostoria, Ohio, has designed Sten-X-Lite as a new fluorescent desk lamp made especially for stenographers. A novel lamp-stand easel holds shorthand notebook and copy as needed for quick, easy reading. The adjustable reflector extends to either right or left to spread illumination directly on copy, typewriter, and desk.

■ **Tab-ets** — The Cel-U-Dex Corporation, 1 Main Street, Brooklyn, New York, manufacturers of indexing and filing aids, has gone into production on a new package unit of index tabs called Tab-ets. This package contains single index tabs of six different colors.

The Tab-ets are fabricated from noninflammable acetate, and each tab is provided with a cloth skirt to insure long life. The tabs are made with rounded corners, which do not crack easily and which do not scratch one's hands. They are useful for indexing college students' books.

## Wits and Wags

**PROUD FATHER:** My son is quite a wrestler now. He wrestles with all the big shots.

**Neighbor:** Is that so?

**Proud Father:** He sure is. He writes from college that the dean had him on the carpet the other day.

**CALLER:** These flowers are for the girls.

**Boss:** Thank you, sir. You compliment our service.

**Caller:** Compliment nothing! I thought they were all dead!

A **BUSINESSMAN** telephoned an associate at his home and heard a child answer, "Daddy is not at home."

"Tell him Mr. Brown called," said the businessman.

"Tell him what?" asked the child.

"Brown, Brown," the caller repeated.

"Wait till I get a pencil and paper," said the child. After a pause, the man heard, "How do you spell Brown?"

"B-R-O-" the caller began.

There was a long pause. Finally the difficulty was explained. "How," asked the child, "do you make a B?"

**HE:** You are the sunshine of my life. Your glorious smile casts lustrous beams like those from a gorgeous full moon. The glances from your divine eyes are more soothing than the fragrant drops of gentle rain.

**She:** Is this a proposal or a weather forecast?

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